

SIG Form 1–Application Cover Sheet

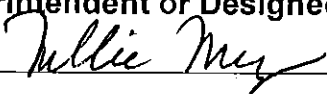
**School Improvement Grant (SIG)
Application for Funding**

**APPLICATION RECEIPT DEADLINE
June 1, 2010, 4 p.m.**

Submit to:

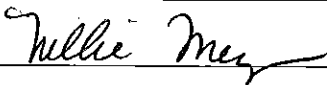
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: San Diego County		County/District Code: 37-68338
Local Educational Agency (LEA) Name San Diego Unified School District		LEA NCES Number: 0634320
LEA Address 4100 Normal Street		
City San Diego, CA	Zip Code 92103	
Name of Primary Grant Coordinator Mr. Hector Montenegro		Grant Coordinator Title Area Superintendent, Area 3
Telephone Number 619-725-7254 Office	Fax Number 619-725-7236	E-mail Address hmontenegro@sandi.net
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Dr. Nellie Meyer, Deputy Superintendent of Academics		Telephone Number 619-725-7104
Superintendent or Designee Signature 		Date August 25, 2010

Assurance of Fulfillment of Program Requirements with Reduced Grant Award

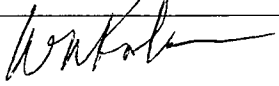
I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	San Diego Unified School District
Name of Authorized Executive:	Dr. Nellie Meyer
Title of Authorized Executive:	Deputy Superintendent of Academic
Signature of Authorized Executive:	
Date:	September 1, 2010

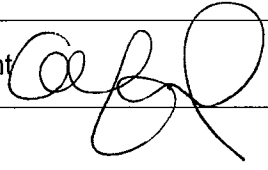
Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

[illegible]

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
	San Diego Unified School District	William A. Kowba, Interim Superintendent	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	San Diego Unified School District
Authorized Executive:	Ms. Ami Shackelford
Signature of Authorized Executive	Director, Budget Development 

i. Needs Analysis

Response: Burbank Elementary is a school in trouble. Student achievement data have been virtually flat in both English-language arts and mathematics for the past 3 years. Burbank scored in the lowest 5% of schools in California – marking this school as among the lowest of the low.

Data	2007	2008	2009
CST Language Arts	19.3	22.4	21.8
CST Mathematics	39.5	33.3	33.5

A variety of issues have acted as a 'perfect storm,' leading to Burbank's status as a no-growth school.

- Leadership has been inconsistent. Burbank has had a new supervisor every year for the past 3 years.
- The school was completely rebuilt in 2007 diverting the attention of the site leaders away from instruction toward construction.
- The school changed its grade configuration from pre-K – 3 to pre-K – 5 in 2008.
- The California Modified Assessment was not administered to special education students.
- In March, 2008 12 out of 19 teachers received pink slips – a terrible blow to staff morale.
- The staff has been historically unstable. Ten of 21 teachers are new to Burbank within the last three years.

San Diego Unified School District recognizes the urgency of this situation and the implications for immediate and long-term support. The American Reinvestment and Recovery Act School Improvement Grant will provide the critical funding necessary to launch a bold and comprehensive reform plan – a plan that will transform Burbank from its Tier 1 status to a true learning community in which accomplished teaching and powerful learning are the norm.

The reform process has already begun in earnest. A series of staff, community, and student meetings were held to provide information and solicit feedback from a variety of stakeholders within Burbank Elementary School's learning community (i.e., March 8, April 19, April 21, April 22, May 3, May 10, May 11, May 18, May 20, May 21, May 24, May 25, May 28, June 1). The focus of these sessions was to convey information about the School Improvement Grant process, the four intervention models, and the grant requirements. Concurrently, these meetings were used to introduce and solicit feedback on a set of research-based reform strategies – or best practices, identified by San Diego Unified School District's Superintendent, Board of Education, School Improvement Officers, and curriculum specialists; a set of strategies with the potential to substantively impact student achievement at persistently low-performing schools – like Burbank. This 'reform template' became a focal point in discussions about how best to support teaching and learning and how to align these goals with the intervention models.

Five instruments were used to conduct a needs assessment at Burbank Elementary School: (1) a *School Climate Survey*, (2) a *Self-Assessment of Instructional Practices*,

(3) a *Parent Survey*, (4) *Student Interviews*, and (5) a *School Improvement Plan Survey*. These tools were designed to work in concert to elicit a rich description of the current strengths and areas for improvement and to solicit specific feedback on the intervention models. Stakeholder groups responding to the assessments included: site administrator, pre-K – grade 5 teachers, support staff (special education teachers, Project Resource Teacher, English Learner Support Resource Teacher), School Site Council, English Learner Advisory Committee, parent/community members, and students.

School Climate Survey

The *School Climate Survey* posed 30 questions that the school staff rated on a 4-point Likert scale. Sample questions included: (1) I have a clear understanding of the major priorities and goals of this school. (2) There is a collaborative planning process involving all concerned. (3) Each student and adult on our campus feels cared for and valued.

The District's Instructional Support Services Division tallied the *School Climate Survey* responses and the results were shared with the Instructional Leadership Team. Several issues emerged in this review of the data. At least half of the respondents disagreed with the following statements:

- "Student learning is the most important criteria used in decision-making."
- "Students not achieving grade level standards are regularly identified and helped."
- "There is a collaborative planning process involving all concerned."
- "There is a well-developed, shared decision-making process."
- "My attitude about this school and my work is good."

While these results raised concern, a careful review of the comments surfaced even more alarming issues about leadership, communication, and shared vision.

The raw survey data were synthesized through a process in which team members responded to the prompt: "What are you noticing about these data? What story do they tell about Burbank Elementary School? What's working well at our school and what might we try to do better?" The Instructional Leadership team noted: "We have some serious issues here – issues that start with leadership and vision but which end up in the laps of our kids. These issues are getting in the way of teaching and learning."

Self-Assessment of Instructional Practices

The *Self-Assessment of Instructional Practices*, designed by the District's Instructional Support Services Division, consisted of five multiple choice questions with options for elaborated responses. This tool was intended to assess the school's current practices and potential for improvement on specific topics referenced in the grant application, including: (1) standards-aligned curricula, (2) curriculum pacing and the effective use of instructional time, (3) professional development activities, collaboration, and instructional support, (4) analyzing student achievement data to inform instruction, and (5) staff effectiveness.

The *Self-Assessment of Instructional Practices* results were synthesized by the District's Instructional Support Services Division and shared with the Instructional

Leadership Team for validation. The results are summarized as follows:

1. **Standards-aligned Curricula.** Results indicated that all teachers use standards-aligned curricula adopted by the Board of Education (i.e., Houghton Mifflin Reading, Harcourt Mathematics). Many teachers augment or supplement the core English-language arts textbook with District designed Units of Study. These Units of Study are vertically aligned, standards-based, meaning-driven, and they strategically integrate reading, word/language study, and writing in an inquiry-based model of teaching and learning. This curriculum, which serves as an additional resource for teachers, provides an array of texts, tasks, supports, and assessments. All teachers use District provided Focused English Language Development Curriculum Guides to provide explicit instruction in English language structure, syntax, and vocabulary. And, all teachers in grades 1-5 use the District provided Tier 2 reading intervention curricula to afford struggling readers with additional supports in decoding and fluency.

Respondents identified the use of standards-aligned curricula as an area of moderate need for improvement noting the need for additional intervention supports, curricula, assessments, and training.

2. **Curriculum Pacing and the Effective Use of Instructional Time.** Burbank teachers use District developed pacing guides to plan their core instructional program in both English-language arts and mathematics. These pacing guides are useful in assuring that instruction is aligned to the District assessment calendar. Teachers were less uniform in their use of pacing guides for the Tier 2 reading intervention curricula. Some use the publisher's pacing guide, some use the District's pacing guide, some use pacing guides developed in grade level teams, and some use their own, individual pacing guides.

Respondents identified the use of pacing guides as an area of minimal need for improvement noting the effective use of tools, routines, and schedules to safeguard and maximize instructional time.

3. **Professional Development Activities, Collaboration, and Instructional Support.** Teachers participated in a variety of professional development structures across the 2009-2010 instructional year including: site professional development, district professional development, grade level collaboratives, instructional observations (video study), and lesson study. The content studied with greatest frequency within these structures was: English-language arts, Positive Behavioral Interventions and Supports, and Tier 2 reading interventions.

Respondents identified professional development as an area of great need for improvement, noting the need for a clear, consistent focus of study, access to an expanded repertoire of structures (i.e., coaching cycles), and access to content area specialists.

4. **Analyzing Student Achievement Data to Inform Instruction.** Burbank teachers rated themselves and their staff medium to high in their ability to: (a)

analyze assessment data to determine students' strengths and needs, (b) use assessment data to inform instruction, and (c) develop assessments that match instruction.

Respondents did not indicate this as an area of need for the Burbank staff.

Note: In discussing these results with the Instructional Leadership Team, teachers agreed that the current ability to analyze and understand data was insufficient to transform a school. Upon reflection, teachers agreed that until they could use these data to plan instruction that accelerates student learning, data analysis would remain an area of critical concern.

- 5. Staff Effectiveness.** Burbank teachers rated themselves and their staff medium to high in: (a) instructional methods, (b) content knowledge in literacy, and (c) content knowledge in math.

Respondents did not indicate this as an area of need for the Burbank staff.

Note: In discussing these results with the Instructional Leadership Team, teachers agreed that a medium score was insufficient to transform a school. Upon reflection, the staff agreed that until they could rate themselves and their entire staff as 'high,' staff effectiveness would remain an area of critical concern.

Parent Survey

The *Parent Survey* was distributed in both English and Spanish to every Burbank family. This assessment mirrored the content of the *School Climate Survey*, though it was framed specifically for parents. Parents were asked whether they agreed or disagreed with 12 statements such as: (1) Teachers have high expectations for student learning. (2) My child's teacher has communicated with me by phone, letter, and/or conference. (3) The homework my child receives helps him/her practice what is learned in school. The assessment also included short response items designed to elicit parents' perceptions of the school's strengths and areas for improvement.

Approximately 120 copies of the *Parent Survey* were completed and returned to the school – an astonishingly high return rate, particularly considering that many families have more than one child in attendance. Respondents expressed overall satisfaction with the staff, environment, and climate at Burbank. For example:

- 108 respondents agreed with the statement: "My child is receiving a high-quality academic experience at Burbank Elementary School."
- 113 respondents agreed with the statement: "The school creates a safe and supportive environment for my child."
- 116 respondents agreed with the statement: "The teaching and support staff at Burbank are friendly and welcoming."

These responses mirror data trends indicating that parents, typically, are satisfied with their neighborhood school. Of more interest, perhaps, are the responses to the open-ended question designed to elicit feedback on areas for potential growth. Three clear patterns emerged across these constructed responses:

- A need for additional time (tutoring, advanced classes, summer school, writing)
- A clear focus on problematic behaviors ("More time from counselor." "Be firm

with the rules." "Spend more time on this.")

- Additional supports for parents (parent room, parent meetings, homework support)

While the parents and families clearly support the Burbank teachers and appreciate the experience their children are receiving, these growth areas provide potent markers for improvement.

Student Interview

Several Student Council members, identified by their teachers, participated in a group interview facilitated by the School Improvement Officer. The following questions were posed: (1) Do you feel safe at this school? (2) What do you think about student behaviors? (3) Is the work you do in class too hard, too easy, or just right? (4) What would you do to improve the school? The students were pleased to have been included in the needs assessment process and were eager to share their thoughts. Two questions engendered considerable discussion and are summarized as follows:

- *What do you think about student behaviors?* Participating students expressed concern about negative behaviors ("Some people need to be separated.") and the need for more proactive approaches ("Post the rules around the school." "Teachers could be stricter.").
- *What would you do to improve the school?* The students suggested a broad curricula (e.g., art, science, computers, field trips, projects) and a 'greener' emphasis ("Use whiteboards instead of paper." "Teach kids not to litter.")

While one might say that the voices of young students lack the sophistication to help shape a reform agenda, the Burbank staff would disagree. "Of course we need to include our students in this work. It sends the right message – your voice matters; we care what you think. This is your school."

School Improvement Plan Survey

The *School Improvement Plan Survey* called for constructed responses to three key questions: (1) What are your thoughts about the four options provided by the California Department of Education? (2) What are your thoughts about a District designed plan? (3) What do you believe are the best next steps for Burbank? Respondents were invited to provide additional comments as appropriate.

The results of this survey were analyzed immediately by the respondents. Charts were co-constructed detailing both the range and patterns of responses. This analysis process was used to build a shared understanding of the intervention models proposed by the California Department of Education, to surface the range of perspectives about and reactions to these models, and to juxtapose the District's reform template of promising practices with these models. Participants saw a link between the assessed needs, the District's reform template, and the path suggested by the Transformation Model.

Participants worked in cross-grade teams to discuss and comment on key elements of the Transformation Model, specifically: leadership, teacher evaluations, teacher incentives, professional development, and site autonomy/flexibility. Their summary statements follow:

- Strong instructional leadership is necessary to see the future and to guide us toward that end. The principal needs to have experience raising student achievement at a low-performing school, have a vision for transformation, have great communication skills, and be able to develop relationships with the staff and between the school and the community.
- Authentic, meaning-based evaluations are critical to our professional growth. It's important to make sure we look at the whole teacher, just like we try to look at the whole child, in assessing not only our teachers, but the support staff and our principal. Evaluations should be opportunities for reflection and growth – not just something you cross off a list of things you're supposed to do.
- We have to celebrate our individual and collective successes. Providing public and positive feedback validates what's working in individual classrooms and encourages others to try on successful practices. We don't need rewards as much as we need sincere, constructive feedback.
- Professional development lies at the heart of any reform effort. We can't just wish for improved practice. We need someone to teach us, show us, coach us, and stretch us.
- Flexibility is absolutely necessary to support the change process. If nothing changes, then nothing changes. We need to be able to think and act outside the box if we're going to change the trends we're seeing at Burbank. That means we're going to ask for some autonomy and be responsible for the decisions we make.

The staff and community worked diligently, with support from the School Improvement Officer, to openly, honestly, and thoroughly discuss Burbank's strengths and areas for improvement. While these conversations were not always easy, participants took them seriously. As a 3rd grade teacher noted: "I've really appreciated having the time to work with my colleagues to take a good, hard look at our school. I've learned a lot. I have a clearer sense now for the work that lies ahead. We've got work to do. Important work. Let's get started!"

ii. Selection of Intervention Models

Response: Several themes reverberated across the formal needs assessment measures and the less formal, though no less important, professional dialogue between and among constituent groups. Pulling these themes out of the data was intended to help the Burbank staff select the most appropriate intervention model from those provided by the California Department of Education. The major themes identified in the data were: leadership, time, and professional development.

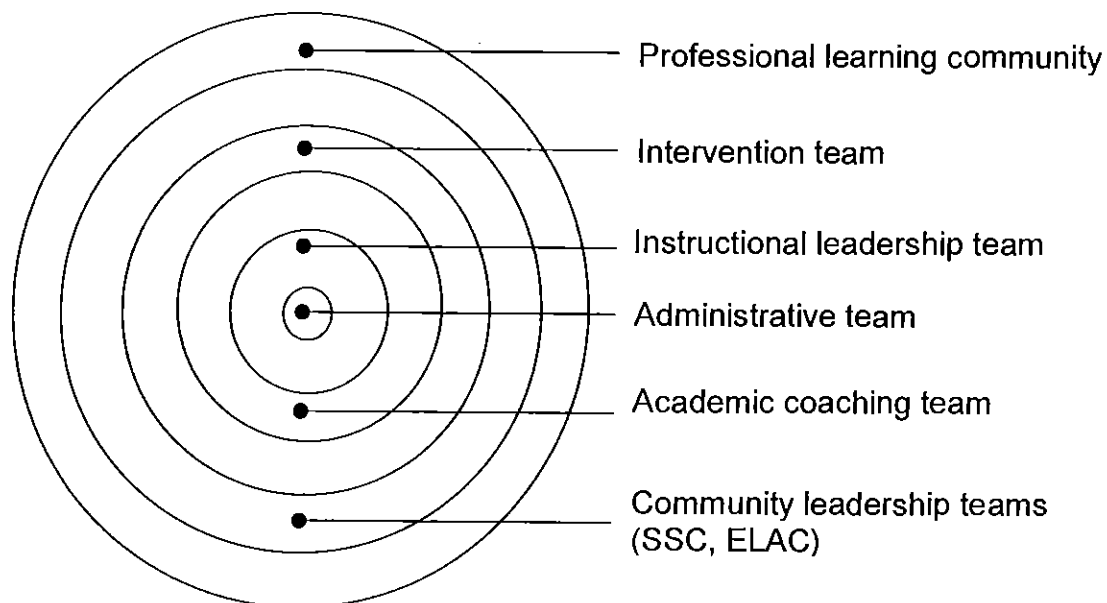
Leadership

- Strong leadership
- Clear vision
- Shared decision making
- Effective communication

Of paramount importance to the Burbank staff and community is the issue of leadership. Sample comments from the staff include:

- "We need a leader who has a proven track record of moving a low-performing school – someone with a lot of practical experience. I want to be able to go to this principal's school and see the evidence of his or her leadership."
- "The principal needs to be able to help us pinpoint those strategies that will work with our kids and then make sure we have the tools and supports to do the work."
- "Outstanding communication skills, a laser-like focus on instruction, and a no-nonsense attitude are going to be key."

In addition to this focus on point leadership, there was substantive discussion of a distributive leadership model described by a teacher as, "concentric circles of leadership pulsing out from the principal." While the pulse originates from the administrative team, it gains momentum and is influenced and strengthened by the work, thoughts, and feedback within and across every sphere of leadership.



In this shared decision-making model, the entire learning community assumes a leadership voice – bearing the collective responsibility to promote change that dramatically increases student achievement.

Instructional Time

- Extended time
- Effective use of time
- Professional growth
- Planning time
- Reduced class size

The issue of time reverberated across the data and discussions. Teachers repeatedly expressed frustration: "There simply isn't time in the day for me to do everything I know needs to be done for my students to be successful" (grade 2 teacher). When asked to consider solutions to this dilemma, teachers generated a set of nested strategies including:

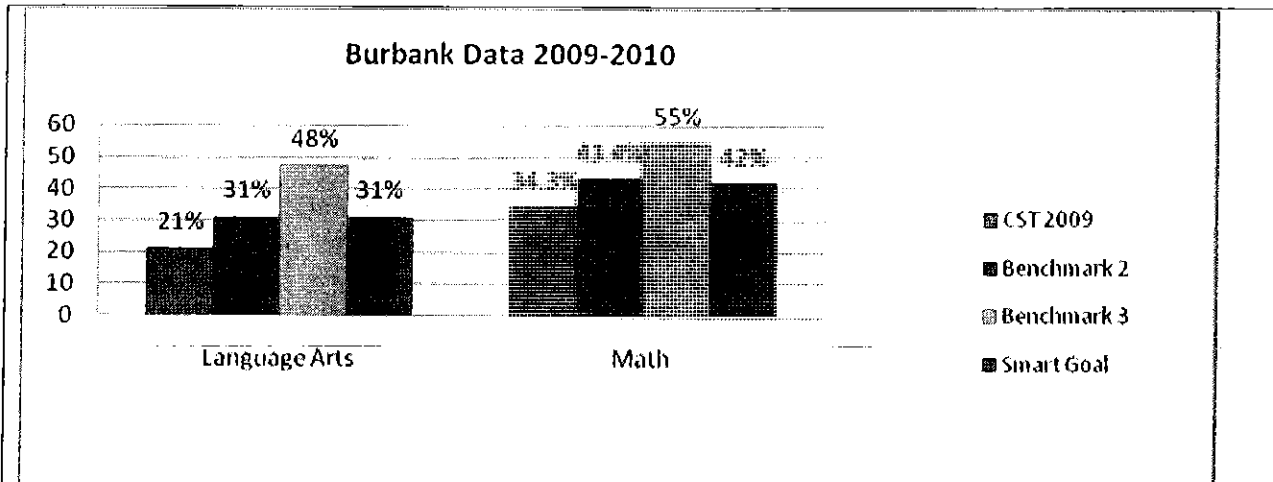
- A longer school year (provide intersession classes)
- A longer school day (before and after school academic clubs)
- More efficient time management strategies (transition time, consistent use of pacing guides, push-in support, school-wide focus on teaching scholarly behaviors)
- Grade-level planning time built into the fabric of the school day while students are engaged in standards-based activities in science, art/music/drama, and technology
- Reduced class size and the elimination of combination classes, contexts that allow teachers to maximize instructional time

There was also discussion about the need for time to grow and learn. Approximately 50% of the staff was new to the school in 2009-2010. This dramatic change is not unprecedented. In fact, Burbank has been historically challenged by a high teacher turnover rate. The current staff recognize that they need time to form bonds of trust and respect that are characteristic of a professional learning community, and they need time to form bonds of trust and respect that help anchor a school to the community it serves.

Professional Development

- Structures
- Support
- Content
- Data analysis

Burbank's student achievement data shows improved performance on the District developed benchmark assessments for the 2009-2010 instructional year. This aggregate data, for grades 2-5, indicates steady growth across the three testing cycles and proficiency levels that exceed the school's SMART Goals (i.e., safe harbor criteria).



The Burbank staff attributed this growth to professional development structures and processes, specifically: data analysis done in grade level collaboratives, lesson study focused on shared reading and small group instruction, shared planning time, and the study of formative assessments, including exit slips. Based on this success, the staff is eager to expand and deepen their professional development plan. As a 5th grade teacher noted: "Just think what we could do if we had more time and support to study data and strong practice. The data shows that our kids can do the work if we are the very best teachers we can be." The staff identified professional development as an area of growth but an area ripe for intensive, sustained focus.

The Burbank staff had tentatively selected the Transformation Model in their response to and analysis of the *School Improvement Plan Survey* which specifically asked: What are your thoughts about the four options provided by the California Department of Education? After identifying and discussing these three overarching themes, leadership, time, and professional development, the staff was asked to revisit each of the intervention models. This review was framed by a direct question: Which of the four strategies is most tightly aligned to our work?

The Burbank staff used a consensus model to select the Transformation Model. The rationale for their decision follows:

1. The staff feels they are the right team to do this work – to turn this school around. They believe that they have the conviction, energy, and dedication to transform Burbank Elementary School into a place of honor, success, and prestige. Based on this tightly held belief, the staff rejected the Turnaround Model, the Closure Model, and the Restart Model – models that disband or disenfranchise the school staff. This comment sums up the attitude of Burbank's teaching team: "This is our school. These are our students. This is our community. This is our work." The relationships that have been established with students, families, and community members and between staff members provide an important platform on which to launch the transformation process.
2. The staff found the Transformation Model to be the most comprehensive of the four intervention models.
3. The staff saw clear connections between the Transformation Model and the

emerging Burbank Reform Agenda. It is important to remind the reader that the Burbank staff chose to develop the substance of their reform agenda using a District developed reform template. As explained by a member of the Instructional Leadership Team: "The Transformation Model provides a framework for change and the District's model provides the actual strategies. We used the District's template to develop our own reform agenda – one that matches the unique needs, dispositions, and goals of our school, our students, and our community." The staff and community have worked collaboratively and diligently to clarify, detail, expand, and 'customize' the District template – a beginning set of strategies descriptive of best practice, into a bold, comprehensive, multi-year plan with the capacity to notably improve student achievement and significantly narrow the achievement gap.

The Burbank staff and community believe that the Transformation Model, married to a Burbank-designed Reform Agenda, provides a formula for success. The District agrees with and completely supports this decision. The Burbank learning community understands that all components of the Transformation Model must be fully and effectively implemented. To this end, the District has worked with the Instructional Leadership Team and staff to assure that the Burbank Reform Agenda is fully integrated within the required components as described in the next narrative. *(Note: The Burbank Reform Agenda is included as Attachment 1.)*

iii. Demonstration of Capacity to Implement Selected Intervention Models

Response: San Diego Unified School District is fully committed to assuring that Burbank Elementary School has the necessary resources and range of supports to completely and effectively implement all required elements of the Transformation Model. It is important to reiterate that the Burbank staff and community, with District support, have developed a bold reform agenda that aligns to and extends the grant requirements (see Attachment 1). The following description contextualizes the school's Reform Agenda within the Transformation Model and highlights how the District will support Burbank's path to success.

Developing and Increasing Teacher and School Leader Effectiveness

Note: The District's response corresponds to the 'required activities' and relevant 'permissible activities' of the Transformation Model as described in the Request for Applications (pp 11-14). The responses are numbered to point the reader to the relevant activities.

1. Required Activity: Leadership

Burbank has determined the need for a strong **principal** with demonstrated capacity to substantively raise student achievement at a similar, low-performing school. It is imperative that this leader be able to 'talk the talk' and 'walk the walk' in order to move Burbank's vision from a written plan, to a working model, to a storied success. The staff expects their principal to be a true academic leader with a strong 'instructional eye,' a relentless focus on student achievement, and the capacity to create a culture of high expectations through collaboration and problem-solving. The District agrees that a

strong principal is essential to all aspects of Burbank's transformation and will support the hiring process by: crafting an appropriate job description, advertising for candidates within and outside the District, prescreening candidates based on Burbank's Reform Agenda, and by providing an inclusive process in which the staff and community can select an exceptional principal. The District is fully committed to assuring that the pool of candidates is of the highest caliber and that the selection process is rigorous, inclusive, and expeditious.

A **principal coach** will be hired to specifically support the principal. This coach will work with the principal four times monthly to plan, observe, model, and provide feedback. The principal coach will support:

- Formal and informal observations of practice to strengthen the principal's capacity to analyze instruction and provide meaningful feedback
- The analysis of student achievement to push, relentlessly, on accelerating student achievement
- The design, implementation, and evaluation of professional development for teachers including: whole staff study, in-class coaching cycles, lesson study, and grade level collaboratives
- The development of staff and community relationships
- The quality of purposeful teacher evaluation processes that promote reflection and growth
- The efficient management of operational issues

The principal coach, like the principal, must have specific experience leading a low-performing school toward success by substantively raising student achievement.

The core administrative team – principal and principal coach, lie at the center of Burbank's Reform Agenda. They are the 'keepers of the dream' and the 'navigators of the journey.' The District recognizes the criticality of assembling an administrative team with experience, vision, courage, and with the capacity to organize and inspire a school staff and community to achieve excellence. As described earlier, the District will assume the responsibility for assuring that they present to the Burbank staff and community a pool of exceptional candidates – candidates who represent the best of the best.

Burbank has defined its leadership structure as a distributive model. In this model, there is clear point leadership – a principal who is supported by a coach. However, leadership is not confined to the principal. In a distributive model, the entire staff is responsible for leading the reform effort as a member of a specific leadership team or as the instructional leader of their classrooms. Burbank has initiated this process of expanded leadership through its **Instructional Leadership Team**. The current Instructional Leadership Team is comprised of grade level representatives who meet bi-monthly to: monitor the Single Plan for Student Success, monitor the student achievement plan, and to reflect on and evaluate the impact of professional development structures, processes, and content. These teacher leaders facilitate their grade level collaboratives, provide training to and share information with their grade level team, visit other schools to observe examples of powerful instruction and widen their understanding and repertoire of effective instruction, and attend District trainings

as appropriate. Burbank will develop and sustain a growing cadre of teacher leaders by rotating the members of the Instructional Leadership Team yearly. Over time, teachers will strengthen their individual capacity for leadership with the goal that all staff members are teacher leaders who regularly influence teaching and learning within their sphere of influence. The District has and will continue to support Instructional Leadership Teams through yearly trainings.

Funding Source: Each school is allotted a principal through District funding. SIG monies will be used to fund the principal coach position. District monies will fund 3 full release days for each member of the Instructional Leadership Team for study, planning, and cross-site observations.

2. Required Activity: Evaluation of Practice

Holding all staff and administrators accountable for student achievement is of paramount importance. **Evaluations** of practice should be ongoing, authentic, clear, consistent, and most critically, they should lead to continuous, measurable improvement. While Burbank will continue to carefully follow the procedures and timelines outlined in the Collective Negotiations Contract, the Burbank Reform Agenda describes two added options that may serve to strengthen the process for teachers: the analysis of student achievement data and videos of practice that promote professional dialogue and reflection. While these options will be voluntary – in the truest sense of the word, the Burbank staff is hopeful that the culture of the school will grow to a high level of professionalism and trust in which these options will become the norm.

The proposed evaluation system includes three scheduled observations of practice, on alternate years, with sufficient time between for reflection, study, and practice with feedback. An observation protocol has been developed and includes: (1) an advance meeting to discuss the purpose, structure, and content of the lesson/session, (2) an observation of the lesson/session, and (3) a follow-up meeting to discuss the impact of the work and potential next steps. This process is guided by an organizational tool that includes: a summary of the lesson/session, link to the work of the school (e.g., academic language, scholarly behaviors, room environment), student monitoring (e.g., exit slips, conferring), and next steps for the learner. From the three scheduled observations, the evaluatee – the teacher or support staff member, would then select two evaluations for inclusion in his/her personnel file. These tools and processes are currently supported by the District and collective bargaining agency.

Burbank anticipates expanding the evaluation process to include an optional video of practice. Having the opportunity to revisit a lesson, coaching session, or professional development session allows for a more in-depth analysis, discussion, and reflection on practice. Burbank would further nudge the evaluation system by including the optional analysis of student work as an integral part of the reflection and goal setting process. The analysis of student work shifts the emphasis away from “I taught them ...” to “They learned ...” – an important and provocative distinction.

The Transformation Model uses strong language to describe the need to assure that teachers are of the highest quality. Funded schools are required to “... identify and

remove those [teachers] who, after ample opportunities have been provided for them to improve their professional practice, have not done so.” The Collective Negotiations Contract allows for a special evaluation when “a unit member’s job performance is less than effective” (p. 67). An expedited special evaluation “... may take place during a unit member’s non-evaluation year whenever a demonstrable deficiency in a unit member’s performance has occurred” (p. 69). Burbank will follow the procedures outlined in the contract to evaluate teachers as appropriate.

Funding Source: SIG funds will be leveraged to hire a full-time Technology Lead Teacher who will provide training and technical assistance with the videos of practices. SIG funds will also be used to purchase digital cameras, a computer, and editing software.

3. Required Activity: Rewards

Transforming a persistently low-performing school into a sophisticated learning community characterized by accomplished teaching and powerful learning is an arduous process. While formal evaluations can serve to validate the use of sound instructional practices that accelerate student learning, the Burbank staff recognizes the need for less formal and more frequent **rewards**, accolades, and celebrations. The school has begun the process of celebrating student achievement, attendance, and scholarly behavior on ‘**achievement walls**’ in classrooms and public settings (i.e., front office, hallways). Achievement walls serve multiple purposes. Clearly, they serve as a visual demonstration that data are used and valued at Burbank. They remind students, teachers, support staff, and the community that student achievement is the bottom line. These achievement walls also validate and honor the work of Burbank’s students, individual teachers, and grade level teams.

The Burbank staff believes that the greatest reward for teachers is their individual and collective success. Burbank will expand the public displays of data to include examples of powerful instruction – ‘**power walls**.’ These displays will not only publically celebrate the success of individual teachers and grade level teams, they will nudge the staff toward trying on the successful practices of their colleagues.

Burbank is committed to using technology to both document and share effective practices. **Instructional videos** provide potent visual images that can be studied, reviewed, and discussed in strategic, yet expeditious ways. San Diego Unified School District has used instructional videos as a strategic learning tool across the 2009-2010 Principal Conferences – a series of study sessions for site administrators. Feedback from this work serves as an indicator of both the power and potential of using visual images of practice to support understanding, growth, and application. Principals noted:

- “The most important tool has been the videos of practice. I have used these to build my own understanding and then have used them with my staff to raise the instructional bar.”
- “We do a lot of cross-class observations at my school but sometimes teachers get distracted or don’t know what to look for. The power of a video is that it can be used as a pointer – look how the teacher did that, look at the level of student

engagement, look at the level of instructional support, listen for the quality of talk.”

- “Seeing is believing. When my teachers study these videos they want to try it on themselves. I guess it’s true – a picture is worth a thousand words.”

Instructional videos not only celebrate the work of the ‘featured’ teacher, coach, or administrator, they provide a tool for study. Burbank will hire a full-time Technology Lead Teacher to provide training and technical assistance and will purchase appropriate equipment to facilitate the filming and editing processes. The District will assure that Burbank has immediate access to any additional training or technical assistance to promote their goal of assembling a visual library of best practice and celebrating the work of their teachers.

Funding Source: SIG funds will be leveraged to hire a full-time Technology Lead Teacher who will provide training and technical assistance with the videos of practices. SIG funds will also be used to purchase digital cameras, a computer, and editing software.

4. Required Activity: Professional Development

Research clearly indicates that teacher quality is the single greatest determinant of student achievement. The research also shows that job-embedded professional development structures have the greatest impact on teacher quality. In order to assure that professional study is tied as closely to the classroom as possible, the Burbank Reform Agenda calls for the addition of a strategic support team of **academic coaches**. This team will include:

- 1 primary level literacy coach (pre-K - grade 1)
- 1 upper level literacy coach (grades 2 - 5)
- 1 primary level math coach (pre-K - grade 1)
- 1 upper level math coach (grades 2 - 5)
- 1 English Learner Support Resource Teacher (pre-K – grade 5)
- 1 principal coach

Note: Currently, the school has a Literacy Project Resource Teacher and an English Learner Support Resource Teacher who provide services to all K-5 teachers. The staff believes that it is critically important to extend this support to their pre-kindergarten teachers to assure the smoothest possible transition to kindergarten and to maximize the potential of a strong early childhood learning program.

Each member of the academic coaching team will provide an array of support services within their grade level span and area of expertise. These services include: in-class coaching cycles, co-teaching, demonstration lessons, lesson study, and video support. In addition to this work with teachers, the academic coaches will provide in-class support for students (i.e., small group instruction, student monitoring).

The English Learner Support Resource Teacher is an existing position. Given the large number of English learners at Burbank, this resource teacher is a key member of the academic coaching team. The roles and responsibilities of this position will be expanded to include: (1) coaching teachers in the use of instructional strategies that

serve to accelerate language learning across content areas and throughout the day, (2) the design, implementation, and reflection on English Language Development lessons, and (3) intensive language support for newcomers and those students who are not making adequate progress in language acquisition.

The academic coaching team is a critical link between the professional development structures and classroom practice – a strategy for assuring that professional learning is relevant, job-embedded, and impactful. The District will help design both the criteria and process for hiring these content area experts and will provide on-going support for this team as appropriate.

Burbank's **professional development plan** will be closely aligned to the school focus and explicitly designed to increase instructional capacity and student achievement across the year. To avoid a 'this and that' approach to professional development, the Instructional Leadership Team will collaborate with the site administrators to develop a year-long course of study that acts as the centerpiece for whole staff study sessions, grade level collaboratives, and that is elaborated on in the classroom by the academic coaching team. Teachers will set class **academic and social goals** that are aligned to the school's overall focus and will work with students on goal setting, including both reflection and celebration. Burbank has launched some professional study structures including: **lesson study** and **observations of strong practice** – within the school, at other school sites (i.e., high-performing schools), and through studies of **instructional videos**. The Burbank Reform Agenda strengthens these strands and adds two important structures: (1) **coaching cycles** – to be facilitated by the academic coaching team, and (2) a week-long **Learning Institute** to be held prior to the school year. The Learning Institute will be used to:

- Analyze student achievement data
- Frame the work for English-language arts and mathematics
- Establish school-wide non-negotiables (e.g., all 3rd graders will master multiplication with automaticity by May 1)
- Provide both content and pedagogical supports that are tightly aligned to the school's focus
- Provide facilitated planning time for grade level teams

Professional experts and District staff will support the academic coaches and the staff as needed to assure the highest quality professional development.

The collective bargaining agency, currently, has imposed an 11-day limit on professional development – one day per month. Burbank will use SIG funds to buy back these days as a fully developed, intensive professional development plan is central to the current work and the sustainability of the work beyond the funding period.

Funding Source: The District funds the English Learner Support Resource Teacher position. Site monies will be used to fund one Literacy Academic Coach. SIG monies will be leveraged to fund three Academic Coaches. The school has already budgeted some funds to support teacher release time for professional development. SIG funds will be used to augment these site funds in order to fully implement all aspects of the school's professional development plan. SIG funds will

be leveraged to fund the Learning Institute. SIG funds will be used to purchase a library of professional books/resources for teachers and staff. SIG funds will be made available to hire professional experts to support the coaching and teaching staff as needed.

5. Required Activity: Teacher Retention

Burbank has historically struggled with teacher turnover. Ten of 21 teachers are new to Burbank in the last three years. It is difficult, and perhaps impossible, to build capacity to accelerate student achievement when staffing is unstable. The Burbank staff believes they currently have a team of teachers who are willing to grow and learn together and who will make a long-term commitment to the students and community. They believe, and the District would concur, that strong instructional supports – those outlined in the Burbank Reform Agenda, are a potent strategy for growing and **retaining a high quality instructional team**. Educators, largely, are inspired by rich professional study, dialogue, and collaboration – a learning culture that Burbank intends to grow. The staff and District are fully committed to investing in this teaching team – through the highest quality professional development, supports, resources, and materials. The intent is to transform Burbank from a historically low-performing school to a model demonstration site – a site that teachers from other schools visit regularly to observe strong instructional practice and a site where teachers aspire to work at. The Burbank team believes that teachers will stay if they are supported, successful, and recognized for their efforts.

Having said this, the Burbank staff would like to keep this door open for further consideration. While the collective bargaining agency is likely to take issue with financial incentives, the staff would like to consider a range of low-cost incentives such as: gift cards (e.g., Starbucks, Borders), lunch with the principal, or an 'extra' field trip.

Funding Source: The funds for developing the highest quality teaching team are subsumed under the costs of the administrative team, the academic coaching team, and the professional development plan. These costs are shared between District funding sources and SIG monies.

Comprehensive Instructional Reform Strategies

Note: The District's response corresponds to the 'required activities' and relevant 'permissible activities' of the Transformation Model as described in the Request for Applications (pp 11-14). The responses are numbered to point the reader to the relevant activities.

1. Required Activity: Standards-Based Curricula

San Diego Unified School District's English-language arts and mathematics curricula are aligned to the California State Content Standards. The Houghton Mifflin Reading Program, the core curriculum for English-language arts, has been augmented with District designed Literacy Units of Study. These Units of Study are vertically aligned, standards-based, meaning-driven, and they strategically integrate reading, word/language study, and writing in an inquiry-based model of teaching and learning.

This curriculum, which serves as an additional resource for teachers, provides an array of texts, tasks, supports, and assessments. Teachers have used Harcourt Math as their core mathematics curriculum, accompanied by District designed modules that provide customized pacing guides and additional teacher and student supports. San Diego Unified School District has adopted a new elementary math curriculum, Pearson-Scott Foresman, EnVision (K-5) which will be introduced to schools in the 2010-2011 school year. All **core content curricula** are standards-aligned as is required by the California State Board of Education.

The District has purchased **Tier 2 intervention materials** to support struggling readers in decoding and fluency skills. These materials are currently used by the Burbank staff to support students in grades 1 – 5 who are at risk of reading failure. Burbank will purchase and train teachers in the use of additional Tier 2 materials and curricula to support struggling students in mathematics, particularly in number sense and algebraic thinking. A committee of content area experts vetted a set of standards-based intervention programs that will be made available to the Burbank staff for their review and consideration. District curriculum specialists will continue to meet with publisher representatives to review new materials as they are developed in order to ensure that we put the best materials in the hands of these teachers and the students they serve.

Funding Source: The District has purchased Tier 2 Reading Intervention materials, through Title I funds, including student consumables through the 2010-2011 instructional year. SIG monies will be leveraged to purchase: (1) supplemental Tier 1 materials (e.g., big books, leveled reading sets, trade books, and additional materials/manipulatives to support literacy and mathematics instruction), and (2) additional Tier 2 interventions materials as appropriate.

2. Required Activity: Data Analysis

San Diego Unified School District has emphasized the purpose and process of **analyzing student achievement data** for several years. This study originally focused on the California Star Testing (CST) data. While this data is a critically important accountability measure, it is but a single measure. Recognizing the need for additional data points across the instructional year, the District designed a series of **benchmark assessments** in English-language arts, mathematics, and science. These assessments measure students' proficiency level on content standards taught prior to the testing window and serve as a predictors for how students are likely to perform on the CST. Principals use these data to identify patterns, define professional development needs, and to both support teachers and hold them accountable for student learning. The District will continue to provide benchmark assessments as a summative measure of student growth.

Principals are studying the use of **formative assessments** – particularly exit slips, to augment and strengthen the available data stream. Exit slips are quick assessments done at the end of a lesson that allow a teacher to assess which students are ready to take the learning to independence and which students may need additional support. The District stands poised to support the development of exit slips and other forms of formative assessments as requested by the school.

The Burbank Reform Agenda highlights a process for **monitoring student achievement**. Grade level teams will organize lessons into 2-3 week instructional cycles. Pre- and post-assessments will be routinized as mechanisms for shaping instruction and monitoring progress. Daily exit slips will be used across the learning cycle to inform instruction, form and reform groups, and differentiate instruction to meet the needs of all students. Teachers will expand their formative assessment repertoire, with support from the academic coaching team, to include conferring – short conversations with students, the analysis of student work, and astute observations of students at work.

The District has purchased a **data management system**, DataDirector, with the capacity to immediately process a variety of exams, assessments, and assignments, and that provides teachers with a range of statistical reports that can help them determine patterns, identify students who may need additional supports, and plan instruction. The District will continue to provide technical support and training to the Burbank staff, as requested.

Funding Source: The District will continue to fund expenses related to DataDirector use, training, and technical assistance.

2. Permissible Activity: Response to Instruction and Intervention

The District has launched a **Response to Instruction and Intervention (RtI²) Model**. While we are in the early stages of this work, we recognize the importance of assuring that all students have access to strong Tier 1 instruction, differentiating instruction to meet the needs of students, and providing additional supports for students who demonstrate need. Burbank Elementary School has started a school-wide intervention program with progress monitoring for students who need additional support in decoding and fluency. Burbank contextualizes this Tier 2 reading intervention in their '**power hour**' – an hour-long time period in which students work in small groups, with push-in support, in an area of assessed need.

The Burbank Reform Agenda will expand the RtI² menu to include **Reading Recovery** – a research based, highly successful intervention for struggling first grade readers. Two Reading Recovery teachers will be added to the Burbank intervention team. In addition to their focused work with at-risk readers, they will be part of the push-in team for the power hour, and they will provide intensive, small group literacy instruction for struggling second grade students. The District will help identify qualified Reading Recovery teachers and will arrange for their training.

All **academic coaches** will also support the RtI² program in English-language arts and mathematics. This work includes supporting teachers in: the administration and analysis of diagnostic assessments, instructional planning based on these analyses, effective small group instruction, and monitoring student progress.

Finally, Burbank will continue its commitment to the District's **Positive Behavioral Interventions and Supports (PBIS)**. This is a proactive approach to establishing the behavior supports, structures, and social culture needed for all students in a school to

achieve social, emotional, and academic success. Just as with RtI² for academics, three tiers of support and interventions are established to provide a framework for identifying and addressing student behavioral challenges. As a Year 2 PBIS school, the Burbank staff will participate in professional development provided by Safe and Civil Schools.

Funding Source: SIG monies will be leveraged to purchase two Reading Recovery teachers. District resources will fund any affiliation dues/expenses, training, and all necessary materials related to Reading Recovery. The District will assume costs related to the Positive Behavioral Interventions and Supports training and materials.

2. Permissible Activity: Students with Disabilities and English Learners

San Diego Unified School District supports a **full inclusion** model in which students with identified special needs are fully integrated into the mainstream classroom. Educational specialists (special education teachers) work side-by-side with the classroom teacher, in a co-teaching model, to share areas of expertise and to support the learning of all students. Burbank currently has two mild-moderate teachers and one special education assistant who support a partially inclusive model – students are integrated into mainstream classrooms for large segments of the day and teachers share instructional responsibilities part of the time. The Burbank Reform Agenda supports the full implementation of this model. This decision stems from a shared belief that in order to develop a true learning community, all artificial walls or boundaries must be recognized and then strategically dismantled. The Burbank staff envisions a school in which students are not recognized by institutional labels – but are celebrated as important members of an academic community. Gone are the days of sequestering some students away in the back of the school.

Burbank also recognizes the need to continue to enhance their capacity to meet the needs of English learners. Currently, the school is implementing a curriculum purchased by the District – **Focused English Language Development**. Students are grouped homogeneously by their language proficiency level (beginning, early intermediate, intermediate, early advanced, and advanced) and participate in structured, language-rich lessons designed to accelerate language acquisition. Burbank's Reform Agenda expands this current work in three important ways: (1) The school is poised to frame **academic language** as a school-wide emphasis for the 2010-2011 school year. This will extend the current emphasis on language use beyond a prescribed 'time in the day.' Language use and language learning will be a key focus for teaching and learning all day, every day, across the instructional year. (2) Before and after school academic clubs will offer a 'double dose' of the Focused English Language Development curriculum for those students who would benefit from additional time and support. (3) A **rich oral language program** will be central to the work of the pre-K – grade 1 teachers. An academic coach will support this work.

Funding Source: There are no 'extra' costs associated with these strategies. The District funds all special education positions and has purchased the Focused English Language Development curricula for all teachers.

4. Permissible Activity: Technology-based Supports

Technology will enhance the core instructional program and the RtI² strategies. Currently, the District has purchased 5 computers for every classroom in grades K – 5. Grade 3 classrooms are equipped with a full class set of Net Books – lap top computers, and Promethean boards. These interactive technologies are highly engaging for students, they can bring the 'real world' into the classroom, and they can provide immediate feedback on student learning. The District Technology Plan outlines a multi-year strategy that will, eventually, provide every student with Net Books, every classroom with Promethean board technologies, and provide every teachers with the training and support they will need to integrate these resources into their instructional programs. Burbank will hire a full-time **Technology Lead Teacher** to provide site-based training and technical support. In addition, Burbank will expand their technology resources by purchasing sufficient hardware and software (enrichment and intervention curricula) for their **Computer Center**.

Funding Source: The District will purchase laptop computers, storage carts and Promethean board technologies for all grade 4 classrooms in 2010-2011. SIG funds will be used to purchase Promethean board technologies for two additional classrooms and the Computer Center. SIG funds will be used to purchase 30 computers and related hardware and software for the Computer Center in addition to 30 laptop computers and storage carts for grade 5 classrooms. SIG funds will be leveraged to fund a full-time Technology Lead Teacher who will provide site-based training and technical assistance. The District will provide additional training and technical assistance as requested by the school.

Increasing Learning Time and Creating Community Oriented School

Note: The District's response corresponds to the 'required activities' and relevant 'permissible activities' of the Transformation Model as described in the Request for Applications (pp 11-14). The responses are numbered to point the reader to the relevant activities.

1. Required Activity: Increased Learning Time

The Burbank Reform Agenda targets time as a key reform strategy. The instructional calendar will **extend the academic year**, to benefit those students identified by their teachers, by including an **intersession** program. The intersession program will be developed to extend instruction through both the Winter and Spring breaks. Burbank will encourage identified students to attend intersession classes by offering enrichment opportunities, intervention supports, and individual tutoring as appropriate.

Currently, the District does not fund or staff intersession learning. However, we clearly see the benefits of extended learning time for students. The District will support Burbank's extended year work as directed by the school.

In addition to an extended school year, Burbank will extend the boundaries of the school day by providing **academic clubs** before and/or after school. These **extended day clubs** will provide levels of support similar to those offered during intersession: (a)

enrichment support for students who are ready to expand and enhance their classroom experience, (b) academic intervention for students who need additional support in English-language arts, English language development, and/or mathematics, and (c) individual tutoring for Burbank's most struggling students. In addition to these teacher-directed academic clubs, Burbank will offer more independent learning options using their **Computer Center**. Students will have access to multi-level enrichment and intervention programs in a 'come when you can' environment. Burbank will reach into the home by providing web-based interventions, supported by the site's Technology Lead Teacher, that students and families can access at home. The District will support Burbank's extended day work as directed by the school.

Burbank is determined to safeguard time by assuring that all teachers use in-class instructional time efficiently and effectively. The Burbank Reform Agenda lists several related strategies that will **maximize in-class time**:

- Teachers will engage in weekly, two-hour **planning sessions** in grade level teams across the instructional year. Collaborative planning sets the stage for sharing ideas/resources, delegating work across the team, and problem-solving curricular and instructional issues. Teachers will develop and use a protocol to study standards in depth, design instruction, and plan common short-term assessments. Shared planning time respects the complexity of teaching and learning and promotes the efficient use of time to maximally benefit students. During the grade level planning time, students will rotate through standards-based learning activities provided by credentialed teachers in the **Computer Center**, the **Science Laboratory**, and the **Visual and Performing Arts Studio**. This assures that students are engaged in appropriate and rigorous learning activities while their teachers are planning.
- **Class size reduction** offers a range of supports for students including increased time for individualized attention and increased opportunities for small group work particularly in grades K-2 – findings that are echoed in educational research ("Reducing Class Size, What Do We Know?" (March, 1999), http://www2.ed.gov/pubs/ReducingClass/Class_size.html). Burbank will deploy this reform strategy to promote strong, first teaching in grades K-2 by capping class size at 16.5 students. Burbank is fully committed to eliminating **combination classes** – a structure that responds to a logistical issue, but which raises enormous instructional challenges for teachers. A Targeted Support Teacher will be hired to avoid combination classes in grades 3-5 and to provide extra push-in support as appropriate.
- Teachers will expand their understanding and use of **Positive Behavioral Interventions and Supports**. This District funded program is designed to provide teachers with a range of supports and interventions that can promote appropriate and academic behaviors. The school will explicitly teach and hold high expectations for both social and '**scholarly behaviors**.' Clearly, a decrease in behavior issues will yield an increase in the effective use of instructional time.

Funding Source: SIG monies will be leveraged to fund two intersession programs annually. This will include teacher salaries and materials. SIG monies will be used to purchase any materials associated with the academic clubs (e.g., computer

software, Tier 2 intervention curricula). The District will fund K-2 class size reduction (16.5:1) for the 2010-2011 instructional year. SIG funds will be used to extend this strategy for the duration of the funding cycle. SIG funds will be used to hire a Targeted Support Teacher to eliminate the need for or minimize the impact of combination classes in grades 3-5. SIG funds will be used to hire a .5 science resource teacher and to purchase materials for the Science Laboratory. SIG funds will be used to hire a .5 arts resource teacher and appropriate materials for the Visual and Performing Arts Studio. A full-time Technology Lead Teacher will be funded through SIG monies to provide instruction, training, and technical support for the Computer Center.

2. Required Activity: Family and Community Engagement

Burbank is poised to hire a full-time **Counselor**. This counselor will play a strategic role in linking the school with the community it serves by:

- Developing effective streams of communication with Burbank families
- Providing meaningful volunteer opportunities within and outside the school setting
- Developing and celebrating home-school relationships
- Providing parent and parenting classes
- Linking families to community health and wellness supports
- Connecting community mentors to students in need
- Focus on the teaching of social and scholarly behaviors
- Improve attendance
- Accompany teachers on home visits as appropriate.

This counselor will need to speak Spanish fluently in order to meet the needs of Burbank's parents and community. The District has counselors at the central office who will be made available to train and support this counselor as appropriate.

The counselor will also organize, structure, monitor, and participate in **home visits** – with the classroom teacher and/or appropriate personnel (e.g., school nurse, principal). These visits, initially, will focus on students who are not proficient in the core content areas (English-language arts and mathematics). The school will provide families with backpacks of supplies (i.e., take home libraries) and materials (i.e., homework) as needed and the classroom teacher will demonstrate how to use these materials.

The Burbank staff recognizes the need for a standard, school-wide homework process to be added to the school handbook and website. Homework should be a meaningful extension of the instructional day – a chance for students to practice what they have been learning in class. To assure continuity and relevance, Burbank will institute a school-wide homework policy in which all students write a minimum of one page in a take-home journal and read it to a family member. This 'simple' process is designed to be user-friendly and expeditious for Burbank's parents/families while remaining meaningful to and supportive of Burbank's students.

The principal and academic coaches will organize a series of 'events' designed to bring the community into the school such as: Family Math, Friday Read-Ins, Brown Bagging with the Principal. The principal will assure a balance of academic events and

more social events (e.g., pajama parties, pizza and movie night, holiday programs) to grow bonds of trust with the community. The District will support this work by offering curricula and implementation models.

Burbank's Reform Agenda provides **health and welfare resources** for the students and families of the Burbank learning community. A full-time, Spanish speaking nurse will be hired to improve health and attendance, and will accompany classroom teachers on home visits as appropriate. The District will support the hiring of the highest quality candidates by working directly with the Human Resources Department.

Funding Source: The District currently funds a .2 nurse and a .6 counselor. SIG monies will be used to expand these positions to two FTE. SIG monies will also be used to purchase take home libraries, student back packs, and any costs associated with the home visits.

3. Permissible Activity: Positive Behavior Supports

The Burbank staff understands the importance of establishing a caring, respectful, and trusting learning environment – an environment that maximizes learning time, promotes scholarly behaviors, and builds important characteristics of good citizenship. In the 2009-2010 instructional year, Burbank volunteered to pilot the District's School-wide **Positive Behavioral Interventions and Supports** – a proactive approach to establishing behavioral expectations, processes, and structures that set students up for success. In this first year of implementation, the staff worked collaboratively to identify Burbank's 'hot spots' – times and/or events during which discipline issues tend to arise (e.g., lunch, recess, transitions, dismissal). After developing clear, school-wide expectations for appropriate behavioral standards for these identified hot spots, expectations are explicitly taught to students – again, school-wide. While the Positive Behavioral Intervention and Supports approach is not a program, it does provide teachers with clear principles for developing a healthful academic and social climate. These principles are abbreviated as STOIC:

- **Structure** – Schools and teachers establish clear, organizational structures (e.g., schedules, routines, processes).
- **Teach** – Appropriate expectations and behaviors are modeled, explicitly taught, and frequently reviewed.
- **Observe** – Teachers regularly observe student behaviors to monitor progress and determine if additional supports are needed.
- **Interact** – All interactions are both positive and respectful including teacher-student, student-student, teacher-parent, and teacher-teacher interactions. Respect is the hallmark of this approach.
- **Correct** – Teachers and staff correct inappropriate behaviors fluently, immediately, and respectfully.

Burbank will continue its commitment to the **Positive Behavioral Interventions and Supports** process. In the second year of implementation, all established school-wide expectations remain in place and teachers will add clear expectations for appropriate classroom behaviors that have been co-constructed with their students. Burbank's goal is to nurture a learning environment in which respectful interactions are valued,

nurtured, and celebrated.

Funding Source: The District will continue to fund and provide all necessary trainings and materials.

4. Permissible Activity: Pre-Kindergarten Program

The Burbank Reform Agenda casts a bright spotlight on the **pre-kindergarten program**. Research is clear that a high quality pre-kindergarten program can prepare students to be successful from the very first day of school. Currently, this program sits outside the school as it is staffed, organized, and supervised by the Early Childhood Program – not the Burbank administration. This artificially limits the pre-kindergarten staff from being fully integrated within the Burbank learning community and restricts the school's capacity to leverage the quality of the current program. Burbank will collaborate with the Early Childhood Program to assure that:

- The pre-K teachers and assistants are of the highest caliber
- The pre-K teachers participate in all aspects of the school's focus and professional development processes (coaching cycles, video study)
- The pre-K instructional program is aligned to the school's focus and that instruction mirrors best practice
- The pre-K program has access to all proposed health and wellness services (school nurse, counselor) including home visits as appropriate
- Children are immersed in language-rich, literacy-rich experiences
- Children have access to a full-day program in which the morning session is focused on developmentally appropriate instruction and the afternoon is focused on supervised play and discovery learning
- The academic coaches, in collaboration with the pre-K teachers, provides guidance and support to parents/families in reading to and talking with their children
- Teacher evaluations are the shared responsibility of the program and the site

Funding Source: District monies are used to staff this program. SIG monies will be used to augment classroom libraries and math manipulatives necessary to offer the strongest possible learning experience. SIG funds will be leveraged to provide 20 hours of professional development and release time for teachers to observe strong instructional practice.

Providing Operational Flexibility and Sustained Support

Note: The District's response corresponds to the 'required activities' and relevant 'permissible activities' of the Transformation Model as described in the Request for Applications (pp 11-14). The responses are numbered to point the reader to the relevant activities.

1. Required Activity: Operational Flexibility

San Diego Unified School District is fully committed to supporting all components of the Burbank Reform Agenda (see Attachment 1). In developing this plan with the Burbank staff and community, care was taken to assure that it fits within the current policies,

practices, and procedures of the District. For example, the Burbank Reform Agenda outlines strategies for extending the instructional day and the instructional year. To assure compliance with District policy, these extensions to the contract calendar will be voluntary. Any extended time prompted by Burbank's professional development calendar will also remain voluntary. Because the District is eager to provide other schools with a replicable reform model designed to accelerate student learning, the idea of a 'careful fit' is important – not merely expedient. Having said that, it is clear that the success of Burbank's plan will require some thinking and acting outside the box. Established procedures and policies that may impair their vision or impede their work must be examined and revised. The District's role is to anticipate where these potential conflicts may exist and act quickly to resolve them in order to set the stage for Burbank's successful transformation.

Burbank intends to hire additional staff members. Assembling the strongest possible administrative team, academic coaching team, intervention team, and teaching team is of the highest priority. The District will work closely with the Human Resources Division to assure priority hiring practices that offer Burbank timely access to the best candidates. We will also work with Human Resources to assure that the District is flooded with these job announcements to assure that the word 'gets out there' and that we are able to offer Burbank a pool of highly qualified applicants. The District will design, in collaboration with the Human Services Division and the Burbank staff, a rigorous and thorough interview process that will include four components: (1) a writing prompt (to assess content knowledge and written communication skills), (2) a live or video-taped demonstration of practice (to assess leadership/coaching/facilitation/teaching skills), (3) a portfolio of evidence that demonstrates how the candidate has accelerated student learning, and (4) a formal interview with a panel of Burbank's staff, community, and District personnel in charge of supporting Burbank's Reform Agenda (i.e., Deputy Superintendent of Academics, Area Superintendent, Literacy Program Manager, Mathematics Program Manager).

San Diego Unified School District is also prepared to act as a communication conduit, coordinating the work of those departments and programs that will be called on to support the Burbank learning community. These 'players' include:

- The Early Childhood Education Program who will support the work of Burbank's pre-K program
- The Office of English Language Development who will support the training and provide any materials associated with the Focused English Language Development curriculum
- The Instructional Technology Department charged with supporting the distribution of materials and training related to the District's Technology Plan and Burbank's expansion of this plan
- The Research and Evaluation Department who will support the use of DataDirector and the analysis of student achievement data

While we recognize our responsibility to respond quickly to Burbank's personnel, organizational, and material needs, we are cognizant of and highly sensitive to the school's need for a certain level of autonomy. There will be times when we will act

inside the work – for technical training, data management, and physical plant issues. There will be other times when we will simply stand back to observe and applaud. This dance between being up-close and available to being distant yet watchful is not always an easy task for District administrators. To assure that the District provides the school with appropriate levels of support, the Burbank administrative team will meet regularly with the Deputy Superintendent of Academics and the Area Superintendent. These meetings will provide a forum in which Burbank can make its needs for support and/or autonomy transparent.

2. Required Activity: Technical Assistance and Support

Again, San Diego Unified School District is prepared to provide the Burbank administration, staff, and community the full range of tools, resources, and assistance they will need as they work to transform their school. We recognize that the most urgent needs, initially, will be around personnel – assuring that Burbank has access to the highest caliber candidates. We will work closely with Human Resources to assure a qualified pool of candidates and a rigorous yet expeditious selection process. We also know that Burbank will have a variety of needs around data – technical needs and procedural needs. We stand ready on both ends. Our Instructional Technology Department can provide training in the use of DataDirector, and support the Burbank staff in how to use this data management tool to access assessment items, enter school- and teacher-created assessments, and run a variety of statistical reports. Our Research and Evaluation Division will support the analysis, display, comparison, and understanding of the data.

It may seem trite to say “they need only ask” but that is our position. The District will maintain an open line of communication with the Burbank administrative team to identify and resolve any and all technical issues.

Scope of the District's Application

It is important for the reviewers to know that San Diego Unified School District has three sites classified as **Tier 1 schools**: Burbank Elementary and two schools within the San Diego High Educational Complex – San Diego School of Media, Visual, and Performing Arts and San Diego School of Business. Of these eligible schools, the District is applying for the American Reinvestment and Recovery Act School Improvement Grant on behalf of a single site – Burbank Elementary School. This decision is based on several factors:

- The San Diego School of Media, Visual, and Performing Arts is currently committed to writing and implementing a Program Improvement Plan to guide their reform efforts.
- The San Diego School of Business is currently committed to a reform plan that is demonstrating measured success and, as such, they intend to maintain the current direction of their work.
- The Burbank staff is ready to go.

Burbank has invested the time and energy needed to ‘set the stage’ for their transformation by hosting a series of staff and community meetings designed to share

information and receive feedback. They have engaged in an open and honest appraisal of the school's strengths and challenges. They have sought to imagine the school their students/children deserve – a school characterized by accomplished teaching and powerful learning. And, they have articulated a bold reform agenda that details the structures, strategies, and resources needed to guide their transformation.

Burbank's Reform Agenda is based on the District's model for reform. San Diego Unified School District's Superintendent, Board of Education, School Improvement Officers, and curriculum specialists worked collaboratively to construct a District vision for reform; a set of strategies or practices with the potential to substantively impact student achievement at persistently low-performing schools – like Burbank. The District's intent is to more fully develop this template using Burbank as both a demonstration site and study site – to develop a reform template that can be replicated successfully by other low-performing and under-performing schools to accelerate student learning.

Burbank Elementary School will function as the District's reform center – a place of study; a place where questions can be posed and answered. What works? How does it work? Why does it work? For whom does it work? We will study the Burbank Reform Agenda to better understand the most potent change elements. What made the most difference? What made the least difference? Why? We will study the Burbank staff to construct profiles of change agents. What does it mean to 'lead for change?' What are the roles of students, teachers, support staff, administrators, parents, community members, and district staff in promoting long-term, sustainable change? In studying Burbank's reform journey, we are optimistic that we will be able to generate answers to these questions and apply these learnings to fully and strategically support all our schools.

We have too often made the mistake of painting reform efforts with broad brushstrokes by diluting funds and resources across many school sites. In focusing our attention on a school that is ready to move, we intend not only to fully and strategically support this school, we intend to use this school as a vital place of study where we can refine a strategic, transferable reform plan that will benefit many schools.

iv. Recruitment, Screening, and Selection of External Providers

Response: As San Diego Unified School District is applying on behalf of a single school, external providers are deemed unnecessary. We have used District personnel to support Burbank in the administration and evaluation of a robust set of needs assessments and to work with the Burbank staff and community to understand and select one of the four intervention models.

v. Alignment of Other Resources with the Selected Intervention Models

Response: Burbank Elementary School currently accesses multiple funding sources to purchase personnel, resources, and supplies. In crafting the budget, the District has carefully integrated all available federal and state resources with the anticipated SIG funds to assure the success of Burbank's Reform Agenda.

- **Title I (3010) dollars will be used to purchase one academic coach. SIG dollars**

will fund three additional academic coaches.

- **EIA-LEP (7010)** will be used to continue to fund the English Learner Support Resource Teacher.
- Three K-2 class-size reduction teachers will be funded through **ARRA Title I Class Size Reduction (3011)** monies in year 1. **SIG** funds will sustain these teachers in years 2 and 3. **SIG** funds will be used to hire a Targeted Support Teacher assigned to grades 3-5 to eliminate the need for or minimize the impact of combination classes.
- A combination of **Discretionary (0000)**, **EIA-LEP (7090)**, **Title I (3010)**, and **SIG** monies will be leveraged to pay teachers for extended time and extended year strategies.
- **Title I (3010)**, **EIA-SCE (7090)**, and **SIG** dollars will be used to fund visiting teachers (i.e., substitutes) and professional experts to support Burbank's professional development plan.
- Unrestricted funds from the **School and Library Block Grant (0325)** and **SIG** funds will be leveraged to purchase books.
- Supplies will be purchased using a variety of funding sources: **School and Library Block Grant (0325)**, **Title I (3010)**, **Title I Parent Involvement (3010)**, **AARA (3011)**, and other **Parent Involvement** funding sources, **EIA-SSC (7090)**, and **SIG**.
- **District resources** (unrestricted general fund) are used to fund a .6 counselor and a .2 nurse. A combination of **SIG** and **District** funding will be accessed to transform both positions to FTE.

School Improvement Grant monies will greatly enhance Burbank's access to personnel, resources, supports, and supplies. Burbank will leverage these funds to purchase certificated positions including: Additional teachers to support class-size reduction in grades K-2, two Reading Recovery Teachers, three academic coaches, and a Targeted Support Teacher. **SIG** funds will be used to purchase hourly time including: visiting teachers, extended year, extended day, and office staff. **SIG** funds will also be leveraged to purchase materials and equipment including: computers, Promethean Boards, video equipment, and books. The Burbank **SIG** Budget details the strategic use of these funds (see Attachment 2).

The District's **Program Monitoring Department** and the **Finance Department** provide oversight to assure that all categorical funds are used according to state or federal guidelines. This internal auditing process is conducted yearly and includes an analysis of the school's Site Plan for Student Achievement and projected budget.

vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

Response: This element is not applicable as the San Diego Unified School District does not receive DAIT services.

vii. Modification of LEA Practices or Policies

Response: It is important to remind the reader that San Diego Unified School District's Superintendent, Board of Education, School Improvement Officers, and curriculum

specialists have worked in concert to develop a District vision for reform; a set of strategies or practices with the potential to substantively impact student achievement at persistently low-performing schools. This 'reform template' was shared with the Burbank staff and community to provide a framework for both conceptualizing and developing their own reform agenda. The District's intent is to more fully develop this template using Burbank as both a demonstration site and study site. We will examine their reform efforts intently in order to: (1) improve our understanding of the range of contexts, processes, materials, resources, and personnel that promote change, (2) identify the most potent arenas and strategies for change, and (3) develop a set of processes/examples that will facilitate action within these arenas. Our intent is to more fully develop a reform template that can be replicated successfully by other low-performing and under-performing schools to accelerate student learning.

Given this prime objective – designing a District reform model that can be both generalized across school sites and modified by individual school sites, we have been mindful of context. We have consciously sought to frame all elements of the reform template within the District's current policies and practices. Each of the individual elements described in the reform template have been used in our schools – providing clear precedents of a District 'fit.' What is unique to the Burbank Reform Agenda (see Attachment 1) are the multiple layers, or density of the plan – interdependent strategies that are made possible through the availability of SIG funds.

Though assuring the tightest possible fit with the current policies and practices was a key design element of the District's reform template, institutional challenges will require flexible thinking and strategic action. Communication and collaboration between and among departments, programs, and lines of authority may pose the greatest challenge. We will seek ways to strengthen our ability to communicate in timely and appropriate ways with all key players. Regular meetings between Burbank's administrative team, the Deputy Superintendent of Academics, and the Area Superintendent will provide an ongoing forum for assuring that Burbank gets what it needs, when it needs it, from the people and/or programs best situated to respond. The District is fully and enthusiastically committed to supporting all aspects of Burbank's reform efforts.

viii. Sustainment of the Reforms after the Funding Period Ends

Response: San Diego Unified School District will seek a waiver to **extend the funding period** through September 30, 2013. This will secure a 4-year timeframe to immerse the Burbank staff in a range of supports designed to accelerate student achievement. The District's expectation is that this timeframe will be sufficient for teachers to internalize the skills, strategies, processes, dispositions, and habits of mind necessary to continue their reform work internally and independently – in the absence of external funding.

The Burbank Reform Agenda is intentionally 'people heavy' – including a two-member administrative team (principal, principal coach), a five-member academic coaching team (two literacy coaches, two math coaches, one English Learner Support Resource Teacher), and a four-member intervention team (two Reading Recovery teachers, two special education teachers). These teams will provide intensive support to every

teacher over the course of the funding period. The District anticipates that the Burbank staff will build their individual and collective capacity to carry on the work with increasing levels of independence over time. For example, initially the **academic coaches** will provide in-class support to individual and small groups of teachers through coaching cycles and lesson study. As teachers strengthen their instructional practice however, the need for intensive levels of coaching will be reduced. Teachers will gain the internal capacity to support their continued growth in grade level and cross grade level collaboratives who routinely share practice, analyze student work, plan quality instruction, and engage in reflective conversations. Teachers will take on the role of instructional leaders who model, share, and support strong instructional practice with and for their colleagues.

The Burbank Reform Agenda outlines a dense **professional development** plan that relies on academic coaches for facilitation. While the need for professional development clearly continues across a teacher's career, at the completion of the funding period the District expects Burbank's teaching team to develop the competence, confidence, and capacity to facilitate their learning community's professional study internally.

The dependence on an **intervention team**, too, will diminish over the course of the funding period. The Burbank Reform Agenda includes two Reading Recovery teachers – a highly effective yet expensive intervention strategy. As Burbank's teaching team builds their capacity to provide exemplary Tier 1 instruction – the result of rigorous professional development, study, and coaching, the District is confident that far fewer students will be at risk of 'slipping through the cracks.' As the core instructional program is strengthened, the need for a large intervention team to provide Tier 2 supports will be sharply reduced. If, for example, students come to first grade prepared to read, there will be fewer struggling readers to 'recover.' Burbank will be able to internally provide Tier 2 services to qualifying students using District provided funds, supports, and resources.

Extended learning time is another costly reform strategy. The District's stance is that if the Tier 1 instructional core is exemplary, students will require less 'extra' time. In a strong Tier 1 program, 85% of all students thrive – meeting or exceeding state or national content standards. The strongest possible Tier 1 program assures that fewer students will need supplemental services than currently exists. Burbank will reduce the need for extended year and extended day services across the course of the funding cycle by strengthening their core instructional program.

SIG funds will greatly enhance Burbank's access to **instructional materials and resources** – computers, Promethean boards, books, math tools, video equipment, science materials, and more. And while the Burbank staff will both treasure and use these materials to strengthen teaching and learning, they understand that sustainable reform is less dependent on material objects and more dependent on transforming instructional paradigms. Burbank's Reform Agenda emphasizes strategies that promote accomplished teaching (achievement walls, power walls, professional study, data analysis, expanded leadership roles) and powerful learning (process monitoring, goal

setting, scholarly behavior). When we expect students to succeed and when we accept nothing less than success – students will succeed. Burbank will work diligently to create those habits of mind and practice that define a true learning community knowing that this is the key to powerful, sustainable reform. (Note: Burbank's Reform Agenda is included as Attachment 1.)

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

Response: All San Diego Unified School District schools establish SMART Goals to promote continuous progress and to monitor student achievement. SMART Goals are strategic/specific, measurable, attainable, results-based and time-bound. Schools set SMART Goals annually and include this information in the Single Plan for Student Achievement.

SMART Goals are established by comparing current CST data to the 2014 goal – all students will demonstrate proficiency in English-language arts and mathematics. Schools use this marker to backmap the gains needed annually to show adequate progress. SMART Goals drive the work of the site from the development of site budgets to the development of site professional development plans.

SMART Goals meet the safe harbor criteria for lower-performing schools. These attainable, minimal achievement outcomes provide lower-performing schools an alternative to their Annual Measurable Objectives. Burbank Elementary School's SMART goals for the 2009-2010 instructional year are as follows:

- 31% of all students will receive a score of proficient in June, 2010 as measured by the CST in English-language arts.
- 42% of all students will receive a score of proficient in June, 2010 as measured by the CST in mathematics.

District developed benchmark assessments are used to gauge student progress across the instructional year and serve as accurate indicators of how students are likely to perform on the CST. These internal assessments are administered three times a year and allow teachers to identify gaps and plan instruction designed to get students 'on track' to meet the site's SMART Goals. In addition, progress toward student achievement goals are monitored by the site administrator and area superintendent a minimum of four times a year (i.e., Benchmark 1, Benchmark 2, Benchmark 3, CST) and are considered during both the principal's evaluation and the drafting of the school's Single Plan for Student Achievement.

Current benchmark assessment data for the third assessment cycle indicate that Burbank's students exceeded the established SMART Goals in both English-language arts (by 17%) and in mathematics (by 13%). The Burbank staff attribute this 'bump' in student achievement to a stronger professional development program that included the ongoing analysis of student work. Burbank's Reform Agenda is designed to accelerate student achievement (see Attachment 1). The staff is convinced that their proposed work will propel students toward and past their SMART Goals throughout and beyond the funding period. As noted by a 3rd grade teacher: "Look how much better our kids are doing this year with some little tweaks here and there in our professional

development. When we become a transformational school, there will be no holding us back."

x. Inclusion of Tier III Schools (if applicable)

Response: San Diego Unified School District does not intend to use SIG funds to support its Tier III schools.

xi. Consultation with Relevant Stakeholders

Response: A series of meetings were held with a variety of stakeholders within Burbank Elementary School's learning community in preparation for this application and the work that lies ahead. These sessions were used to convey information about the School Improvement Grant process, the four intervention models, the grant requirements, and to both administer and make sense of a variety of needs assessments. Concurrently, these meetings were used to introduce and solicit feedback on a set of research-based reform strategies identified by San Diego Unified School District's Superintendent, Board of Education, School Improvement Officers, and curriculum specialists; a set of strategies with the potential to substantively impact student achievement at persistently low-performing schools – like Burbank. This 'reform template' became a focal point in discussions about how best to support teaching and learning and how to align these goals with the selected intervention model. Key events in the development of Burbank's Reform Agenda follow:

March 8, 2010	Staff Meeting: Introduced SIG application process and discussed the four intervention models
March 26, 2010	Superintendent Meeting: Developed a list of best practices
April 9, 2010	Superintendent Meeting: Refined the District's school reform template
April 13, 2010	Board of Education: Shared/discussed the four intervention models and the District's school reform template
April 19, 2010	Staff Meeting: Shared information, solicited input, introduced the District's school reform template, administered the <i>School Improvement Plan Survey</i> (school preliminarily selected the Transformation Model)
April 21, 2010	Parent and Community Meeting: Shared information and solicited input
April 22, 2010	School Site Council: Shared information and solicited input
May 3, 2010	Staff Meeting: Shared information, administered the <i>School Climate Survey</i> , used the District reform template to begin developing the Burbank Reform Agenda
May 10, 2010	Instructional Leadership Team Meeting: Reviewed/discussed the results of the <i>School Climate Survey</i> , shared information and solicited input on the Burbank Reform Agenda, designed the <i>Parent Survey</i>
May 10, 2010	<i>Parent Survey</i> mailed to all Burbank families
May 11, 2010	Parent and Community Meeting: Provided information and solicited input on the Burbank Reform Agenda
May 18, 2010	Instructional Leadership Team Meeting: Provided information and solicited input on the Burbank Reform

May 20, 2010	Agenda Instructional Leadership Team Meeting: Provided information and solicited input on the Burbank Reform Agenda
May 21, 2010	Parent and Community Meeting: Provided information and solicited input on the Burbank Reform Agenda
May 24, 2010	Staff Meeting: Administered the <i>Self-Assessment of Instructional Practices</i> , provided information and solicited input on the Burbank Reform Agenda; Staff decided to integrate the Burbank Reform Agenda within the Transformation Model
May 25, 2010	ELAC Meeting: Provided information and solicited input on the Burbank Reform Agenda
May 28, 2010	Instructional Leadership Team Meeting: Processed the <i>Self-Assessment of Instructional Practices</i> results, provided information and solicited input on the Burbank Reform Agenda
May 28, 2010	Student Council Meeting: Conducted <i>Student Interviews</i>
June 1, 2010	Staff Meeting: Reviewed and provided feedback for the SIG application
<p><i>Note ¹: While Instructional Leadership Team meetings are typically limited to grade level representatives and the principal, all meetings devoted to the School Improvement Grant planning included an open invitation to the entire staff.</i></p> <p><i>Note ²: Meeting agendas and sign-in sheets are included, as required in the Request for Applications, and can be found in Attachment 3.</i></p> <p>The development of the Burbank Reform Agenda was an open and inclusive process.</p> <p>All relevant stakeholders were invited to participate in the development of a reform plan that meets the grant requirements and that reflects the unique needs of Burbank Elementary School. Participating stakeholder groups included: site administrator, pre-K – grade 5 teachers, support staff (English Learner Support Resource Teacher, Project Resource Teacher, and special education staff), School Site Council, ELAC, parent/community members, and students. The School Improvement Officer facilitated these meetings to assure consistency, objectivity, and efficacy.</p> <p>The planning process was framed through San Diego Unified School District's vision for reform. The Burbank staff and community studied and discussed the District's reform template to identify those elements that would most powerfully advance the work of the school. Over the course of the planning meetings – meetings that included the analysis of student achievement data, the analysis of data from a set of formal needs assessments, and thought-provoking, sometimes difficult discussions, the District's template was transformed into Burbank's Reform Agenda (see Attachment 1). Participants worked hard to shape a plan that they are proud of, eager to implement, and a plan that they believe will make a lasting difference in the lives of the students they serve.</p>	

A consistent framework was used across the development process and with all stakeholders:

- Share information – *Here's what we know.*
- Review the planning work – *Here's what we've done.*
- Solicit input – *How can we make it better?*

This predictable process supported the staff and community to remain focused on the outcome and institutionalized feedback as important and necessary. The tone, at every stage, was serious and enthusiastic – appropriate given the importance and potential of the work. Teachers, staff, and community members recognized the 'once in a lifetime opportunity' to transform their school – to imagine the future. As one teacher noted: "This is an incredible opportunity and an awesome responsibility."

Providing honest **input** was established as procedural norm early in the planning work. Input streams provided by the staff and community were used to define the scope and detail of Burbank's Reform Agenda. Several themes emerged from the formal and informal feedback mechanisms including: leadership, time, professional development, health and wellness, and instructional resources. These themes were operationalized through discussions of specific strategies and resources. For example, the staff and community recognized the critical challenges posed by a 6-hour instructional day and a 180-day instructional year. Extended time, thus, became a focus for Burbank's plan. Specific strategies were then developed to detail actions that would provide additional time (e.g., before and/or after school academic clubs, and intersession).

While all input was heard, charted, and considered, not all ideas were integrated into the Burbank Reform Agenda. Suggestions that were isolated – that did not reverberate across constituent groups or engender discussion remained on the brainstorming charts. For example, one parent suggested a longer lunchtime and longer recesses. Other parents stated that this was not an issue for them. Lacking support, increased recreational time was not folded into the Burbank Reform Agenda. Similarly, ideas with a large price tag and limited potential to accelerate student achievement were respectfully left on the brainstorming charts. A small group of parents spoke to the need for artificial grass for a proposed after school sports program. This is an expensive purchase that does not directly support academic achievement and, as such, the group decided not to act. It is important to note that these suggestions are truly outliers. Most of the discussions between and among stakeholder groups were focused, thoughtful, relevant, and useful.

A consensus model was used to select one of the four intervention strategies – the Transformation Model. The rationale for this decision follows:

1. The Transformation Model allows the staff to stay intact. Constituent groups agreed that this is the right staff to do this work – to turn this school around. They believe that this team has the conviction, energy, and dedication to transform Burbank Elementary School into a place of honor, success, and prestige. This comment sums up their thinking: "This is our school. These are our students. This is our community. This is our work."
2. The staff and community found the Transformation Model to be the most comprehensive of the four intervention models.

3. The staff and community saw clear connections between the Transformation Model and the Burbank Reform Agenda. As explained by a member of the Instructional Leadership Team: "The Transformation Model provides a framework for change and the District's model provides the actual strategies. We used the District's template to develop our own reform agenda – one that matches the unique needs, dispositions, and goals of our school, our students, and our community." The Burbank staff and community believe that the Transformation Model, married to a Burbank-designed Reform Agenda, provides a formula for success.

The Burbank Reform Agenda was collaboratively designed and is now enthusiastically embraced – by all.

SIG Form 4a-LEA Projected Budget

LEA Projected Budget Fiscal Year 2009-10

Name of LEA: San Diego Unified School District	
County/District (CD) Code: 37-68338	
County: San Diego	
LEA Contact: Mr. Hector Montenegro	Telephone Number: 619-725-7254 Office
E-Mail: hmontenegro@sandi.net	Fax Number: 619-725-7236
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010-11	FY 2011-12	FY 2012-13
1000- 1999	Certificated Personnel Salaries	\$0	\$0	\$0
2000- 2999	Classified Personnel Salaries	\$0	\$0	\$0
3000- 3999	Employee Benefits	\$0	\$0	\$0
4000- 4999	Books and Supplies	\$0	\$0	\$0
5000- 5999	Services and Other Operating Expenditures	\$0	\$0	\$0
6000- 6999	Capital Outlay	\$0	\$0	\$0
7310 & 7350	Transfers of Indirect Costs San Diego Unified Indirect Cost Rate 2010-11 3.23%	\$27,010	\$31,257	\$32,428
7370 & 7380	Transfers of Direct Support Costs	\$0	\$0	\$0
Total Amount Budgeted		\$27,010	\$31,257	\$32,428

SIG Form 4b-School Projected Budget

School Projected Budget- Burbank Elementary Fiscal Year 2009-10-

Name of School: Burbank Elementary School	
County/District/School (CDS) Code: 37-68338-60-39283	
LEA: San Diego Unified School District	
LEA Contact: Mr. Hector Montenegro	Telephone Number: 619-725-7254 Office
E-Mail: hmontenegro@sandi.net	Fax Number: 619-725-7236
SACS Resource Code: 3180	
Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010-11	FY 2011-12	FY 2012-13
1000- 1999	Certificated Personnel Salaries	\$758,293	\$998,313	\$1,049,261
2000- 2999	Classified Personnel Salaries	\$8,351	\$8,351	\$8,351
3000- 3999	Employee Benefits	\$211,221	\$281,331	\$287,867
4000- 4999	Books and Supplies	\$176,364	\$49,300	\$42,300
5000- 5999	Services and Other Operating Expenditures	\$10,000	\$10,000	\$10,000
6000- 6999	Capital Outlay	\$0	\$0	\$0
7310 & 7350	Transfers of Indirect Costs- San Diego Unified Indirect Cost 2010-11 3.23%	\$	\$	\$
7370 & 7380	Transfers of Direct Support Costs	\$0	\$0	\$0
Total Amount Budgeted		\$1,164,229	\$1,347,295	\$1,397,779

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Indirect Costs (2.32% approved indirect for San Diego Unified 2010-11)		
Year 1	\$27,010	7310
Year 2	\$31,257	7310
Year 3	\$32,428	7310
<u>Total Amount Budgeted</u>	\$90,695	

SIG Form 5b- School Budget- Burbank Elementary

Activity Description Annual Expenditures **	Three year project Subtotal	Object Code
<u>Certificated Personnel Salaries:</u> (**Year three totals reflect reinstatement of salary after furloughs for certificated staff, non-administrator. Benefit costs are not included in salary. Benefit calculations are provided in the 3000 section of the budget narrative.)		
Literacy Coach - Grades Pre-K-1 (1 FTE salary per year for three years, provided by the District. \$67,608 base salary-years 1 & 2 and \$71,907 year 3. Total three year match by District \$207,123 w/o benefits.)	\$0	1000
Literacy Coach - Grades 2-5 (1 FTE salary per year for three years. Base salary, w/o benefit costs \$67,608 base salary years 1 & 2 and \$71,907 year 3.)	\$207,123	1000
Math Coach - Grades Pre-K-1 (1 FTE salary per year for three years. Base salary, w/o benefit costs \$67,608 base salary years 1 & 2 and \$71,907 year 3.)	\$207,123	1000
Math Coach - Grades 2-5 (1 FTE salary per year for three years. Base salary, w/o benefit costs \$67,608 base salary years 1 & 2 and \$71,907 year 2.)	\$207,123	1000
English Learner Support Resource Teacher (ELST) - (1 FTE salary per year for three years, provided by the District. \$67,608 base salary-years 1 & 2 and \$71,907 year 3. Total three year match by District \$207,123 w/o benefits.)	\$0	1000
Class Size Reduction Teacher – Grades K-2 (16.5:1) – (3 FTE salaries per year for three years, provided by ARRA Funds in year 1 \$63,816 w/o benefits. SIG funded in years 2 and 3. Base Salary w/o benefits year 2, \$63,816. Base Salary w/o benefits year 3, \$67,434. Total match by District \$191,448.)	\$393,749	1000

Targeted Support Teacher - Grades 3-5- (1 FTE salary per year for three years. Base salary, w/o benefit costs \$63,816 base salary-years 1 & 2 and \$67,434 year 3.)	\$195,066	1000
Technology Lead Teacher - (1 FTE salary per year for three years. Base salary, w/o benefit costs \$67,608 base salary years 1 & 2 and \$71,907 year 3.)	\$207,123	1000
Science Resource Teacher - (.5 FTE salary per year for three years. Base salary, w/o benefit costs \$33,804 base salary years 1 & 2 and \$35,954 year 3.)	\$103,562	1000
Arts Resource Teacher - (.5 FTE salary per year for three years. Base salary, w/o benefit costs \$33,804 base salary years 1 & 2 and \$35,954 year 3.)	\$103,562	1000
Counselor - (.4 FTE - Year 1-salary under SIG funds with .6 FTE salary provided by the District . Years 2 and 3 .6 FTE salary under SIG funds with .4 salary provided by the District . Base salary w/o benefits years 1 & 2 \$62,798. Base salary w/o benefits year 3 \$68,532. Three year SIG base salary expenditure \$103,917.)	\$103,917	1000
Nurse - (.8 FTE salary per year for three years under SIG funds, additional .2 FTE salary provided by District . Base salary w/o benefits years 1 and 2 \$68,397. Base salary w/o benefits year 3 \$72,074. SIG totals \$54,718 year 1 & 2, \$57,660 year 3.)	\$167,095	1000
Reading Recovery Teachers - (2 FTE salaries per year for three years. Base salary w/o benefit costs \$67,608 base salary years 1 & 2 and \$71,907 year 3.)	\$414,247	1000
<u>Hourly Certificated Staff</u>		
Principal Coach - (Pro rata 3 hours weekly for three years. Total w/o benefits \$22,008 per year.)	\$66,024	1000
Teacher Hourly - Extended Day Academic Clubs (24 teachers X 45 hours pro rata per year for three years. \$21,575 per year provided by the District , \$33,198 per year SIG funded. Total three year match by District \$64,725.)	\$99,594	1000

San Diego Unified School District- School Improvement Grant 2010- Burbank Elementary School

Teacher Extended Year – Intersession (4 weeks X 10 teachers, pro rata, \$64,527 per year.)	\$193,581	1000
Visiting Teacher - Lesson Study (36 days visiting teacher per year for three years. \$4,891 per year provided by the District.)	\$0	1000
Visiting Teacher - Instructional Observation (24 days visiting teacher per year for three years. \$3,290 per year provided by the District.)	\$0	1000
Visiting Teacher - Visit high achieving schools (24 days visiting teacher per year for three years. \$3,290 per year provided by the District.)	\$0	1000
Learning Institute - (30 teachers X 5 days, pro rata rate, per year for years two and three.)	\$72,026	1000
Instructional Leadership Team (ILT) - School visitations (18 days visiting teacher per year for three years. \$2,490 per year provided by the District.)	\$0	1000
Teacher Professional Development (20 hours x 24 teachers, \$22.92 per hour per year for three years.)	\$29,344	1000
Teacher Hourly Home Visits - (26 teachers x 2 hours X 5 visits per year for three years.)	\$31,455	1000
Pre-K Professional Development - (2 teachers x 3 days, visiting teachers, for three years.)	\$2,433	1000
Pre-K Professional Development - (20 hours X 2 teachers X \$16.00 per hour, for three years.)	\$1,722	1000
<u>Classified Personnel Salaries:</u>		
Office Staff/Clerical Support Intersession - (40 hours, pro rata rate program support, 165 hours Intersession for three years.)	\$12,633	2000
Custodial Staff during Intersession - (3 hours \$23 per hour X 60 days for three years.)	\$12,420	2000

Employee Benefits:		
Certificated Employee Benefits		
Literacy Coach - Grades PreK-1 (Benefits per year for three years, provided by the District . Benefits cost per 1 FTE for years 1 and 2 \$21,002 per year, \$21,553 for year 3. Total three year match by District \$63,557.)	\$0	3000
Literacy Coach - Grades 2-5 (Benefits cost per 1 FTE for years 1 and 2 is \$21,002 per year, \$21,553 for year 3. Total three year cost for 1 FTE is \$63,557.)	\$63,557	3000
Math Coach - Grades PreK-1 (Benefits cost per 1 FTE for years 1 and 2 is \$21,002 per year, \$21,553 for year 3. Total three year cost for 1 FTE is \$63,557.)	\$63,557	3000
Math Coach - Grades 2-5 (Benefits cost per 1 FTE for years 1 and 2 is \$21,002 per year, \$21,553 for year 3. Total three year cost for 1 FTE is \$63,557.)	\$63,557	3000
English Learner Support Resource Teacher (ELST) - (Benefits per year for three years, provided by ARRA Funds . Benefits cost per 1 FTE for years 1 and 2 \$21,002 per year, \$21,553 for year 3. Total three year match by District \$63,557.)	\$0	3000
Class Size Reduction Teachers K-2 - (3 FTE benefits paid by District , year 1 \$20,516 for each position total District match \$61,545. Year 2 \$20,516 and year 3 \$20,979 for each position.)	\$124,484	3000
Targeted Support Teachers 3-5 - (1 FTE. Total reflects \$20,516 benefit cost per year 1 and 2 and \$20,979 for year 3.	\$62,010	3000
Technology Lead Teacher - (Benefits cost per 1 FTE for years 1 and 2 is \$21,002 per year, \$21,553 for year 3. Total three year cost for 1 FTE is \$63,557.)	\$63,557	3000
Science Resource Teacher - (Benefits cost per .5 FT for year 1 and 2 is \$10,501 per year, \$10,777 for year 3.)	\$31,778	3000
Arts Resource Teacher - (Benefits cost per .5 FT for year 1 and 2 is \$10,501 per year, \$10,777 for year 3.)	\$31,778	3000

Counselor – (.4 FTE SIG and .6 FTE district support for year 1. Years 2 and 3 .6 FTE SIG and .4 District support. (year 1 benefit cost \$8154. Year 2 benefit cost \$12,231. Year 3 benefit cost \$12,672.)	\$33,057	3000
Nurse - (.8 FTE SIG and .2 FTE District supported. Benefit cost years 1 and 2 \$16,882. Benefit cost year 3 \$17,260.)	\$51,025	3000
Reading Recovery Teacher – (2 FTEs. Total reflects \$21,002 benefits cost per year 1 and 2 and \$21,553 for year 3.)	\$127,114	3000
<u>Hourly Certificated Staff Benefits:</u>		
Principal Coach	\$8,227	3000
Teacher Hourly - Extended Day	\$12,409	3000
Teacher Hourly - Extended Year	\$24,120	3000
Visiting Teacher - Lesson Study (Paid by District)	\$0	3000
Visiting Teacher - Instructional Observation (Paid by District)	\$0	3000
Visiting Teacher - Visit high achieving schools (Paid by District)	\$0	3000
Learning Institute	\$8,974	3000
ILT school visitations - (Paid by District)	\$0	3000
Teacher Professional Development	\$3,656	3000
Teacher Hourly - Home visits	\$3,919	3000
Pre-K Professional Development - visiting teacher	\$303	3000
Pre-K Professional Development	\$215	3000
<u>Classified Employee Benefits:</u>		
Office Staff/Clerical Support Intersession	\$1,574	3000
Custodial Staff during Intersession	\$1,548	3000
<u>Books and Supplies:</u>		
Classroom Libraries - (Pre-K to grade 5: Big books, read-alouds, leveled books. Years 1-3, \$20,000 provided by the District each year. Year 1 \$20,000, year 2 \$8,000 and year 3 \$4,000 SIG funded. Total 3 year match by the District \$60,000.)	\$32,000	4000
Take Home Library Books - (Pre-K to grade 5. Year 1 \$24,000, year 2 \$8,000 and year 3 \$5,000.)	\$37,000	4000
Home Visit Supplies - (Pre-K to grade 5. Notebooks, backpacks, academic supplies. Year 1 \$15,000. Years 2 and 3 \$10,000.)	\$35,000	4000

Professional Books - (Supporting teacher professional development. Year 1 \$2,000. Years 2 & 3 \$2,000.)	\$6,000	4000
Computer Software - (Reading, math, ELD interventions. Years 1-3, \$6,000 provided by the District each year. Year 1 \$10,000. Years 2 and 3 \$5,000 SIG funded. Total 3 year match by the District \$18,000.)	\$20,000	4000
Reading, Mathematics and ELD Materials - (Supporting intervention programs. Years 1-3 \$5,000 annually.)	\$15,000	4000
Vocabulary/Comprehension English Language Arts - (Supporting intervention programs. Years 1-3 \$6,000, years 2 and 3 \$3,000.)	\$12,000	4000
Materials for 1 additional classroom - (Supplies to support student learning in one additional classroom. SIG funds to support year 1 only, \$8,000.)	\$8,000	4000
Visual and Performing Arts Materials - (Year 1 \$5,000. Years 2 and 3 \$2,500.)	\$10,000	4000
Science Materials and Equipment - (Year 1 \$8,000. Years 2 and 3 \$2,500.)	\$13,000	4000
Computers - (Laptop computers, \$44,000 provided by the District over three years. Year 1, 30 laptops grade 5, 30 laptops computer lab, carts, \$20,000, year 2 and 3 \$2,000 SIG funded.)	\$24,000	4000
Promethean Boards - (6 classroom boards, \$28,200 provided by the District over three years. Year 1, 2 classroom boards, 1 computer lab board, \$18,800 SIG funded.)	\$18,800	4000
Computer Printers - (Year 1, 10 computer printers and cartridges, \$3,500. Years 2 and 3, \$1,000 each year for cartridges.)	\$5,500	4000
Video Cameras/cameras - (Year 1, \$2,500)	\$2,500	4000
Mac Computers – Video editing, DVDs (Year 1, \$8,000, and \$300 for year 2 and 3.)	\$8,600	4000

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Classroom Furniture for 1 additional classroom - (Year 1 expense \$8,000.)	\$8,000	4000
Science Lab Furniture - (Year 1 expense \$10,000.)	\$10,000	4000
Computer Tables - (Year 1 expense \$2,566.)	\$2,564	4000
<u>Services and Other Operating Expenditures:</u>		
<u>Professional Experts</u> (Learning Institute, professional learning to support coaches and teachers/professional expert consultant fees.)	\$30,000	5000
<u>Capital Outlay:</u> No capital outlay costs.	\$0	6000
<u>Direct Support Costs:</u> No direct cost expected.	\$0	7370
<u>Total Amount Budgeted</u>	\$4,000,000	

SIG Form 10--Implementation Chart for a Tier I

Implementation Chart for Tier I - Burbank Elementary School

NOTE: All services and activities are responsive to data synthesized from the needs analysis measures described fully in Sections I and II of the Program Narrative.

School: <u>Tier: I or II (circle one)</u>		Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Closure <u>X</u> Transformation				
Total FTE required (SIG Funded over 3-years): <u>0</u> LEA <u>34</u> School <u>0</u> Other						
Services & Activities	Required Component Acronym	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
Administrative Team Hire a principal, principal coach with experience changing practice at a low-performing school to lead all aspects of the Burbank Reform Agenda Establish an Instructional Leadership Team to monitor SPSA, student achievement plan, professional development, operational items, and staff/community relations. The ILT facilitates grade level collaboratives and visit high-achieving schools to observe strong instructional practice.	RP	Aug.- Sept. 2010	\$75,973 Principal Coach (SIG)		Human Resources Division, Area Supt.	Area Supt.
	SD, IRR, PD, IP	Aug. - Sept. 2010 (initial organization); Bi-monthly formal meetings; Trainings coincide with PD and grade-level collaborative schedules		\$8,595 Visiting Teacher (in-kind)	Area Supt.	Admin Team
Academic Coaching Team Hire 2 literacy resource teachers, 2 mathematics resource teachers, 1 English Learner Support Resource Teacher to provide job-embedded	PD, RPR, SD, IP, OF	Aug. - Oct. 2010 (hiring): The work of the coaching team is done on a	\$830,883 (SIG)	\$553,922 (in-kind)	Human Resources Division, Area Supt., Office of Language Acquisition	Admin Team

professional development (i.e., coaching, lesson study) and small group instruction for identified students		daily basis thereafter					
Intervention Team Hire 2 Reading Recovery teachers, 2 special education teachers, and 1 instructional aide to provide Tier 2 intervention supports to identified students	RPR, IP, SD, ILT	Aug. – Oct., 2010 (hiring); The work of the intervention team is done on a daily basis thereafter	\$553,920 Reading Recovery Teachers, (SIG)	\$12,000 Reading Recovery training (in-kind)	Human Resources Division	Admin Team	
Class Size Reduction Teachers Hire sufficient teachers to decrease class size (grades K-2 at 16.5) and 1 Targeted Support Teacher to eliminate or minimize the impact of combination grade configurations in grades 3-5	IP, SD, ILT, RPR, OF	Aug.-Sept., 2010 (hiring); The work of the teaching team is done on a daily basis thereafter	\$775,309 Teacher salary (SIG)	\$258,863 Teacher salary (in-kind)	Human Resources Division	Admin Team	
Purchase sufficient materials to support one additional classrooms		Aug.- Sept., 2010	\$8,000 (SIG)		Finance & Business Services	Admin Team ILT, Coaches, SSC	
Goal Setting Provide time and support for staff and students to: (1) set class and individual academic and scholarly behavior goals, (2) identify and provide a range of supports to achieve goals, and (3) determine processes to celebrate progress toward achieving goals	IP, IRR, RPR, SD	Aug. - Oct. 2010 (initial goal setting and quarterly thereafter)			Student Services	Admin Team, ILT, Coaches	
Provide time and support to establish school-wide non-negotiables (e.g., all 3 rd graders will master multiplication with automaticity by May 1)	IP, SD	Aug.-Oct., 2010; review and revise quarterly.				Admin Team, ILT, Coaches	
Student Achievement Monitoring Provide time and support for teachers to collaboratively plan 2-3 week instructional cycles that include pre-	SD, IP	Sept., 2010 and monthly thereafter			Instructional Support Services Division, Research and Evaluation Division	Admin Team, ILT, Coaches	

assessments, formative assessments, and post-assessments									
Public Data Provide time, models, and support for teachers to publically and prominently display academic, attendance, and behavioral data on 'achievement walls'	IRR, IP, RPR, SD	Oct., 2010 and quarterly thereafter						Research and Evaluation Division	Admin Team, ILT, Coaches
Provide time, models, and support to recognize students, teachers, and grade level teams for strong performance/achievement	IRR, RPR, IP, SD	Oct., 2010 and monthly thereafter							Admin Team, ILT, Coaches
Response to Instruction and Intervention (Rti²) Provide training, support, and resources to strengthen Tier 1 instruction in English-language arts and mathematics	PD, RPR, IP, SD, ILT	Sept., 2010 and ongoing thereafter						Special Ed. Department, Instructional Support Services Division	Admin Team, Intervention Team
Provide training, support, and resources to strengthen Tier 2 interventions in English-language arts and mathematics	PD, RPR, IP, SD, ILT	Sept., 2010 and as needed thereafter						Special Ed. Department, Instructional Support Services Division	Admin Team, Intervention Team
Professional Study Provide time and support to establish a coherent, needs-driven professional development plan designed to accelerate student achievement	PD, SD, OF	Aug.- Sept. 2010; review and revise quarterly						Area Supt., Instructional Support Services Division	Admin Team, ILT, Coaches
Plan, staff, and evaluate a week-long Learning Institute designed to increase teacher capacity and provide facilitated planning time	PD, RPR, SD	Aug., 2011	\$82,979 Teacher pay Institute SIG \$30,696 Prof. Experts (SIG)						Admin Team, ILT, Coaches
Plan, implement, and evaluate a range of job-embedded professional development structures to promote accomplished teaching and powerful learning (lesson study, classroom observations, coaching	PD, RPR, IP, SD	Sept., 2010 and ongoing thereafter	Prof. Experts (above) \$33,776 hourly after	\$16,883 Lesson Study (in-kind) \$11,358				Instructional Support Services Division	Admin Team, ILT, Coaches

cycles, video study, grade level collaboratives)				school PD (SIG)	Observation (in-kind)		
Hire two .5 credentialed teachers (Science Resource Teacher, Arts Resource Teacher) and one FTE Technology Lead Teacher to provide standards-based instruction for students during teachers' two-hour weekly collaborative planning time	RPR, IP, TA	Aug., 2010		\$415,440 Technology Lead Teacher, Art Resource Teacher (.5) (SIG)		Human Resources, Instructional Support Services Division, Instructional Technology Dept.	Admin Team
Plan, monitor, and evaluate cross-school visitations to conduct observations of strong instructional practice	PD, RPR	Oct., 2010 Quarterly			\$8,017 observe practice (in-kind)	Area Supt.	Admin Team, ILT, Coaches
Identify and purchase professional resources that promote study aligned to school-wide objectives	PD, RPR	Sept., 2010 Quarterly		\$6,139 Professional Books (SIG)		Finance and Business Services, Purchasing Department	Admin Team, ILT, Coaches, SSC
Early Childhood Program Establish clear expectations to integrate the pre-kindergarten teachers into the school culture (professional development, grade-level planning, evaluation processes)	ILT, OF, ES	Sept., 2010; review and revise quarterly		\$2,799 Visiting teacher \$1,981 Hourly Teacher, PD, observation & planning (SIG)		Early Childhood Education Department	Admin Team, ILT, Coaches
Plan and support a full-day pre-kindergarten program focused on a balance of developmentally appropriate learning, discovery, and play	IP, ILT, OF, TA	Sept., 2010; review and revise quarterly				Early Childhood Education Department	Admin Team, ILT, Coaches
Extended Time Hire teachers, purchase resources, and design pre- and post-assessments to support two intersession	IP, SD, ILT, OF	Nov., March 2010-2013		\$222,752 Teacher pay (SIG)		Human Resources Division, Instructional Support Services Division, Summer School Office	Admin Team, ILT, Coaches

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Secure office and custodial staff to support intercession	ILT	Nov., Mar. 2010-2013	\$14,537 Office staff (SIG) \$14,292 Custodial Staff (SIG)		Human Resources Division	Admin Team
Hire teachers, purchase resources, and design pre- and post assessments to provide before and/or after school academic clubs to extend and enrich the school day	IP, SD, ILT, OF	Aug., 2010	\$114,602 (SIG)	\$66,397 (in-kind)		Admin Team, ILT, Coaches
Health and Wellness Hire a FTE, Spanish speaking nurse to improve health and attendance, accompany teachers on home visits, and to link students/families to support services	FCE, TA	Aug.- Sept., 2010 (hiring); The work of the Health and Wellness Team is done on a daily basis thereafter	\$223,180 (SIG)	\$47,376 (in-kind)	Human Resources, Nursing Department	Admin Team
Hire a FTE, Spanish speaking counselor to focus on social and scholarly behaviors, support school-wide Positive Behavioral Intervention Strategies, improve attendance, accompany teachers on home visits, and to link students/families to support services	FCE, TA	Aug. - Sept., 2010 (hiring); The work of the Health and Wellness Team is done on a daily basis thereafter	\$140,152 (SIG)	\$123,130 (in-kind)	Human Resources, Counseling Department	Admin Team
Plan, conduct, and evaluate home visits designed to support students who are not proficient in English-language arts, mathematics, and/or academic language	FCE, TA	Sept.- Oct., 2010 and ongoing there after			Student Services Department	Admin Team, ILT, Hlth/Well Team
Purchase a variety of materials to support the home visits including backpacks, books, and supplies	FCE, TA	Sept., 2010 and as needed	\$35,812 Materials (SIG)		Finance and Business Services, Purchasing Department	Admin Team, ILT, Hlth/Well Team, SSC

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Provide sufficient funds for teachers to participate in home visits	FCE	Sept., 2010 and ongoing thereafter	\$36,195 Hourly pay (SIG)		Finance and Business Services, Area Supt.	Admin Team, SSC
Technology Hire a FTE Lead Technology Teacher to provide site-based training, technical service, and to staff the Computer Center	PD, ILT, TA	Aug.- Sept., 2010	\$276,960 Salary (SIG)		Human Resources	Admin Team
Purchase laptop computers and carts for all students loaded with highly engaging academic intervention and enrichment programs	TA	Sept. – Oct., 2010	\$24,557 Laptops (SIG) \$5,628 Printers (SIG)	\$44,000 (in-kind)	Instructional Technology Department, Financial and Business Services, Purchasing	Admin Team, Tech Leader, SSC
Purchase Promethean Board technologies for all classrooms	TA	Sept. – Oct., 2010	\$19,236 (SIG)	\$28,200 (in-kind)	Instructional Technology Department, Financial and Business Services, Purchasing	Admin Team, Tech Leader, SSC
Purchase computer software to support Tier 1 and Tier 2 instruction	IP, TA	Sept. – Oct., 2010 and as needed	\$20,464 (SIG)	\$18,000 (in-kind)	Instructional Technology Department, Financial and Business Services, Purchasing	Admin Team, Tech Leader, SSC
Purchase computer tables	TA	Sept. – Oct., 2010	\$2,623 (SIG)		Instructional Technology Department, Financial and Business Services, Purchasing	Admin Team, Tech Leader, SSC
Purchase video equipment to support video study of strong instructional practice (i.e., digital cameras, editing software, computer)	ES, TA	Sept. – Oct., 2010	\$2,558 Cameras (SIG) \$8,800 Editing Equip.		Instructional Technology Department, Financial and Business Services, Purchasing	Admin Team, Tech Lead, SSC

				(SIG)		Business Services, Purchasing	
Instructional Materials Purchase take-home reading libraries (leveled books, read alongs, CD player and CDs) to support literacy in the home	FCE, ILT, TA	Oct.- Nov., 2010 and as needed	\$37,858 (SIG)			Instructional Support Services Division, Financial and Business Services, Purchasing	Admin Team, SSC, Coaches
Purchase materials to support strong Tier 1 instruction in English-language arts and mathematics (big books, leveled reading books, trade books, math tools)	IP, TA	Oct.- Nov., 2010 and as needed	\$32,742 (SIG)	\$60,000 (in-kind)		Instructional Support Services Division, Financial and Business Services, Purchasing	Admin Team, SSC, Coaches
Purchase materials for use in the Science Laboratory to support teaching and learning	IP, TA	Oct.- Nov., 2010 and as needed	\$13,302 (SIG)			Instructional Support Services Division, Financial and Business Services, Purchasing, Science Program Manager	Admin Team, SSC, Coaches
Purchase materials for use in the Visual and Performing Arts Studio to support teaching and learning	IP, TA	Oct.- Nov., 2010 and as needed	\$10,232 (SIG)			Visual & Performing Arts Department, Financial and Business Services, Purchasing	Admin Team, SSC, Coaches
Purchase additional Tier 2 materials in English-language arts and mathematics and provide any necessary training	PD, IP, SD, ILT, TA	Oct., 2010 and Jan., 2011 and as needed	\$15,348 (SIG) \$12,278 (SIG) Reading Comp. & Vocab.			Instructional Support Services Division, Financial and Business Services, Mathematics Program Manager, Purchasing	Admin Team, SSC, Intervention Team
Homework Provide time and support for teachers to establish a school-wide homework process	ILT, FCE	Sept., 2010; review and revise quarterly				Area Supt.	Admin Team, ILT

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Teacher Evaluation Introduce the process, provide teachers with the training and support to videotape instruction, conduct three formal observations with explicit feedback annually	ES, IRR, TA	Sept., 2010 and ongoing thereafter in response to District evaluation schedule and process	Video Equipment listed above		Human Resources, Area Supt., Technology Lead Teacher	Admin Team
District Support Establish processes for working with departments, programs, and lines of authority that expedite District response (technical assistance, training, physical plant needs, recruiting and hiring practices)	OF, TA	Sept., 2010			Superintendent, Area Supt.	Admin Team Area Supt.

San Diego Unified School District
Burbank Elementary School Reform Plan

	Strategy	Description
Leadership Team	Principal	<ul style="list-style-type: none"> Develop a shared belief and create a culture of high expectations, problem solving, and collaboration with a relentless commitment to accelerating student achievement Assure that principal spends 50% of time observing instruction and working directly with teachers
	Principal Coach	<ul style="list-style-type: none"> Visit four times monthly to coach principal on effective walkthroughs, teacher feedback, achievement data, professional development, operational items, and staff and community relations Plan/model/observe/participate in all professional development structures Coach has made significant achievement gains in a similar school
	Instructional Leadership Team	<ul style="list-style-type: none"> Bi-monthly meetings to monitor SPSA, student achievement plan, evaluate the effectiveness of professional development, and build teacher leadership Facilitate grade level collaboratives Visit achieving schools with similar demographics Attend ILT training
Academic Coaching Team	Literacy Coaches (2) <ul style="list-style-type: none"> Grades pre-K-1 Grades 2-5 	<ul style="list-style-type: none"> Provide in-classroom coaching, co-teach, model lessons, lesson study, professional development, and video support (interventions are not maximized without good first practice) Provide push-in intensive literacy instruction and monitor progress
	Math Coaches (2) <ul style="list-style-type: none"> Grades pre-K-1 Grades 2-5 	<ul style="list-style-type: none"> Provide in-classroom coaching, co-teaching, model lessons, lesson study, professional development and video support (interventions are not maximized without good first practice) Provide push-in intensive mathematics instruction (monitor progress)
	English Learner Support Resource Teacher (1)	<ul style="list-style-type: none"> Provide professional learning focused on instructional strategies that accelerate language learning throughout the day Co-plan, model, and coach English Language Development lessons Provide intensive language support for newcomers and students who are not moving language levels or academic proficiency levels (monitor progress)
Intervention Team	Reading Recovery Teachers (2)	<ul style="list-style-type: none"> Provide Reading Recovery for grade 1 students Provide intensive small group literacy instruction for grade 2 students Support Tier 2 interventions during 'power hour'
	Special Education Teachers (2) and Instructional Aide	<ul style="list-style-type: none"> Support a full-inclusion, co-teaching model Support Tier 2 interventions during 'power hour'
	Classroom Teachers	<ul style="list-style-type: none"> Support Tier 2 interventions as appropriate during 'power hour,' 'academic clubs,' and intersession

	Strategy	Description
Teaching Team: Professional Learning Community	Goal Setting	<ul style="list-style-type: none"> • Focus on accelerating student achievement school-wide • Teachers set class and individual goals for academic achievement and scholarly behaviors and provide a range of supports to achieve goals • Students set goals for academic achievement and scholarly behaviors, practice strategies that will help them achieve goals, and reflect on/celebrate progress • Establish school-wide non-negotiables (i.e., all 3rd graders will master multiplication with automaticity by May 1)
	Student Achievement Monitoring	<ul style="list-style-type: none"> • Plan 2-3 week instructional cycles that target standards and assessed student needs • Use formative assessments (exit slips, conferring) as evidence of learning in targeted strand areas • Use pre-and post- assessments routinely
	Public Data	<ul style="list-style-type: none"> • Establish achievement walls in classrooms (i.e., academic achievement, social and scholarly behavior, school and class attendance) • Establish achievement walls in public places (i.e., academic achievement, social and scholarly behavior, school and class attendance) • Recognize students, teachers, and grade level teams for strong performance/achievement ('power walls')
	Rtl ²	<ul style="list-style-type: none"> • Provide strong Tier 1 instruction (80-85% of students are successful) • Provide school-wide intervention support with program monitoring across all instructional cycles.
	Professional Study	<ul style="list-style-type: none"> • Design a professional development plan that includes a clear focus for the instructional year • Provide a variety of professional development structures including: lesson study, instructional observations, coaching cycles, video study, grade level collaboratives • Provide release time to visit high achieving schools with strong instructional practice • Provide a week-long Learning Institute prior to the school year • Purchase professional resources
	Class Size Reduction/ Configuration	<ul style="list-style-type: none"> • Reduce class size in grades K-2 (16.5) • Eliminate combination classes grades 3-5
	Early Childhood Program	<ul style="list-style-type: none"> • Integrate the pre-kindergarten program into the school (professional development, planning, evaluation process) • Support a full-day pre-kindergarten program (AM developmentally appropriate academic program; PM discovery learning, play)

	Strategy	Description
Instructional Time	Extended Year	<ul style="list-style-type: none"> • Provide intersession
	Extended Day	<ul style="list-style-type: none"> • Provide 'academic clubs' before and/or after the instructional day • Provide identified students with enrichment, Tier 2 interventions, or tutoring • Provide 'come when you can' Computer Center (i.e. before school, recess, lunch and/or after school)
	Instructional Day	<ul style="list-style-type: none"> • Provide explicit instruction for scholarly behaviors (i.e. transitions, full engagement, eye-contact, etc.) • Implement <i>School-wide Positive Behavior Intervention Strategies</i>
	Instructional Planning	<ul style="list-style-type: none"> • Provide weekly two-hour grade level planning sessions • Provide intervention and enrichment classes in the Computer Center, Science Laboratory, and Visual and Performing Arts Studio for students • Hire a .5 science resource teacher, a .5 VAPA resource teacher, and a 1.0 FTE technology leader
	Full-time Counselor	<ul style="list-style-type: none"> • Focus on social and scholarly behaviors • Support <i>School-wide Positive Behavioral Intervention Strategies</i> • Improve attendance • Accompany teachers on home visits • Link students/families to support services • Speaks Spanish fluently
Health and Wellness Team	Full-time Nurse	<ul style="list-style-type: none"> • Improve health and attendance • Accompany teachers on home visits • Link students/families to support services • Speaks Spanish fluently
	Home Visits	<ul style="list-style-type: none"> • Fund teachers to visit homes of students who are not proficient (English-language arts, math, academic language) • Provide backpacks and supplies to bring on visits (teachers model how to use materials with parents)
Technology		<ul style="list-style-type: none"> • Hire a 1.0 FTE technology leader to provide training, technical assistance, and staff the Computer Center • Provide laptops for students loaded with highly engaging literacy and math intervention and enrichment programs • Purchase Promethean Board technologies for 2 classrooms and lab • Purchase video equipment (digital cameras, editing software, computer)

Strategy	Description
Instructional Materials	<ul style="list-style-type: none"> • Purchase take-home reading libraries (leveled books, read alongs, CD player, CDs) • Purchase big books, leveled reading books, trade books, and additional materials to support English-language arts and mathematics • Purchase materials for the Science Laboratory • Purchase materials for the Visual and Performing Arts Studio • Purchase additional Tier 2 materials for English-language arts and mathematics
Homework	<ul style="list-style-type: none"> • Establish a standard, school-wide homework process (i.e., student write a minimum of one page in a take-home journal and read it to a family member)
District Support	<ul style="list-style-type: none"> • Establish priority status for recruiting and hiring staff • Strengthen teacher evaluation using current negotiated evaluation (<u>optional</u> video of practice, <u>optional</u> analysis of student work) • Respond immediately to requests for academic supports and physical plant needs • Provide technology training and support with data management • Provide autonomy (flexibility with new district initiatives)